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VOL. 59 April 1, 1934 No. 7

Education For Leisure

Clarence E. Sherman

Digest Of Library Legislation 1932 And 1933

Frank L. Tolman

Public Library And Board Of Education Cooperation In Pittsburgh

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Editorial and General Offices: 62 W. 45th St., New York City

25 cents single copy. *Five dollars a year.*

Editors
Bertine E. Weston
Frederic G. Melcher

Business Manager
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Advertising: Edwin G. Jacobi

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THE LIBRARY JOURNAL

Education For Leisure[1]

By CLARENCE E. SHERMAN

Librarian, Providence, R. I., Public Library

IF THE MODERN newspaper is an accurate daily record of human progress, of what value is or of what value has been education? Murder, kidnaping, robbery, divorce, jails filled, asylums overflowing—is this the life that we as children were educated for and for which we in turn are educating other children?

Lest we immediately surrender to the apparently overwhelming indictment of the efficacy of our system of schools and colleges, it would be well to recall the words of John Kendrick Bangs who, when commenting upon the crêpe with which one's morning paper is decorated, would ever remind his audience of the absence of any news stories concerning the millions of people who are capable of living and have lived orderly, happy and useful lives during the span of the newspaper's daily jurisdiction.

Despite man's interest in other men, women and children—in mankind—it seems that it is only when the other fellow deviates sharply from the beaten path, either above or below, that we seem to care very much about his affairs. Perhaps that is the reason why more literary craftsmanship is required to write a *David Copperfield* or a *Maria Chapdelaine* than to produce a thrilling tale of the western plains or a spine-chilling mystery story.

Seriously, however, education is one essential prop to the progress of civilization and deserves more credit than it receives, especially in these days of appraisal, when there is a tendency to condemn every institution and every instrument that man has devised just because a small number of his creations have been found wanting. Our educational system is far from perfect—it never will be as competent as we shall desire it to be—but without it, life in all its manifestations would be infinitely worse than it is. This must be admitted despite the fact that society seems to have made but little progress in the direction of improved communal living during the past quarter of a century, and this during a period when our school and college population has grown by leaps and bounds and when public and private expenditures for education reached figures that resemble the national debt of a few decades ago.

And so, although education—education for living—has not yet struck 12:00, education as a human experience, a developing force and influence on mankind, is our *only* hope in this new problem of the wise use of leisure time, just as it was in the recent conception of its purpose, as a preparation for citizenship, of which this matter of increased leisure is, after all, only a part.

Changing Motives In Life

Before the débâcle of 1929, the motivating forces in life were *work* and *success*. The economic depression has changed all that, not in one great and sudden hawk-like swoop, but in the slowly developing consciousness that those earlier hopes and aspirations have been neutralized by an entirely new set of social conditions. Of course, the dream of success through work never did come true for everybody, even during the glamorous period of paper prosperity. But even for them, it was always a pleasant and promising illusion. However, this was one of the many illusions to be destroyed by the depression. Hard work and thrift, promotion and its rewards, more comforts for the family, perhaps a little cottage in the country for retirement—all were within

[1] An expansion of an address contributed to a symposium on "Education for Leisure" at a meeting of the Massachusetts Schoolmasters' Club, February 3, 1934.

reach, it seemed, of the wise and the abstinent. (The antithesis of this formula—getting rich quick—overnight if possible, also became a dead issue. May it rest in peace and permanently!)

And so like punctured castles in the air went other rules of conduct. "If you save, you will win." (The epidemic of busted banks injected a very sour note into that national anthem.)

"Live to work," with special comment upon Satan's influence on idle hands—this also was a superb copy-book heading until society found that there were not enough work opportunities to be distributed among those who were work-conscious and sold on the idea.

Of such prose and poetry was life composed, until only day before yesterday. And yet, despite the altitude reached by these high and worthy ideals, interest in the finesse of living, in culture, in good books, in beautiful paintings, and other results of higher standards of personal education were not widely evident. Even the influence of four years spent within the halls of a classical college, exposed directly to the most beautiful and most cultured living standards within man's acquaintance was no assurance of a continued interest in these influences after graduation. The vitalizing force was *work hard to learn more to earn more*. Even Tacitus and Euripides were transposed for this purpose if they had any post-graduate influence at all. Education offered, or seemed to offer as its reward—at least as most of its consumers regarded it—a means to an end. That end was *career success*, a vocational objective solely.

Today what does education offer as its crowning gift? If you are a good student, will you get a better and a pleasanter job? No such promise can be made. Be a good student—for what? Graduation is like a spring-board over an empty tank—a tank once liquid with gleaming opportunities. Today you must *not* save. You must spend or we all lose. Today you must not be too industrious and ambitious. If you work too many hours you keep somebody out of a job.

Life's objective was, only a few years ago, to be busy. Now it is to be free—free for loafing.

Before we have learned what to do with the surplus of a forty-eight-hour working week, we are face to face with an added eighteen hours of freedom for leisure. What shall we do with it? That is a question that is being asked again and again these days.

Just the other day, there appeared in the columns of the *Providence Journal* a thoughtful letter in which the writer, a mechanic, working on a reduced schedule, wanted to know what he is to do with his spare time. Except for mentioning the possibilities of increasing his use of the public library, he is evidently completely at a loss. To find an adult male who can write a clearly expressed letter in which Cicero is quoted easily and accurately and to whom has never occurred the possibilities of developing a hobby, who has not felt the appeal of the art and natural history museums of his city, and the many free public lectures of every winter season, is to wonder what education has been or should be doing for those who are exposed to it. Evidently, we have in this instance at least, and I am sure he is but an example, not the only specimen extant, failed to train boys and girls to observe and to rely upon themselves. This may be difficult in competition with the enervating effects of the radio and the motion picture, yet somehow, it must be accomplished.

During the hilarious 1920's, when the working week allowed considerable, but much less leisure than now is, and in the future will be, at the disposal of the average American, how did he then spend his free time? Actively? No, *passively*. Usually as a mere spectator, sitting around while others entertained him—before a radio, a movie screen, or back of an automobile windshield. Some took up golf but more were satisfied to take their exercise in lung-stretching only, on the seats of a football stadium, the benches of a baseball bleacher, or around a hockey rink.

Complete objectivity in mental and physical effort has characterized the great mass of Americans during the past decade or two. No society can progress far on that diet.

Surely, we rugged, individualistic Americans must have had an increasing interest in books and reading then, for reading is a "side-lines" activity. As a matter of fact, public libraries during the 1920's did increase the issue of books for home reading about 300 per cent. But this striking growth in activity was possible only because of an almost militant program of liberalism in library privileges and facilities. Too large a part of this great increase in reading was purely recreational and not enough of it developing for the reader.

As to the purchasing of books for personal ownership—the real test of interest in books—talk with any publisher or book dealer. He will tell you that during the ten most prosperous and wealthiest years of our history, the book business was fairly gasping for breath.

Now, then, if during a period when the *work motive* with its prospect of reward was strongest, if even then, books and reading—the simplest, the most convenient and the most ancient of the arts of self-development—had to struggle to compete with easier, more effortless forms of recreation, then what a task there lies before us in a day when the *leisure*, not the *work motive* is in the saddle. If people cannot or will not develop on a larger scale than ever before, the reading and the ownership of thought-provoking books in hay-making days and in days when there is a reward for achievement if one makes better hay than his neighbor, what incentive is there now, when rewards are vague and doubtful, when all the stabilizing forces of a[2] national recovery plan tend toward a dead level of mediocrity, toward a skill in the science or the art of "just getting by."

I make this statement merely as a close observer of that rather large portion of our population that reads books. But you in your special fields of formal

[2] This is in no sense a criticism of the plan. It is merely drawing attention to certain regrettable effects.

education must see, as I am trying to point out, that our biggest job in educating for leisure is to establish a *new* motive, a new reason, a new excuse—if you please—for self-development, both mental and physical. A new psychological approach is needed perhaps, a means of developing a belief in the value of self-development through worth while recreational and educational opportunities.

Another side light on the lack of a sustained purpose on the part of many adults may be found in rather recent public library experience and a factor that is closely associated with any consideration of education for leisure. Although there was an average increase of about 40 per cent in the reading of public library books from 1929 to 1933, re-employment during the spring of last year saw many who had used books merely as refuge, slip quickly back to former habits as soon as new tubes could be bought for the radio, or tickets for the movie, or the car could be registered. Books were used, enjoyed and appreciated by many who never read before the depression and who will not read again, provided more spectacular and effortless "outlets for their inertia" can be supplied.

And so in setting up any new concept of value in self-development, a task for which I feel completely incompetent, we must throw overboard much of the old language of education, at least as most of the ultimate consumers of education have regarded it. The practicability of education in terms of *career return* is in a very weak position just now. Perhaps we ought to scale new heights of idealism because there are no rocks to cling to on the more easily traveled plains below. The value to oneself of possessing a mind with a broader gauge; the satisfaction of being capable of more careful thinking processes; the ability to observe, to think, and to act more skilfully than the other fellow, as a *personal* rather than a *career* or vocational achievement—the merit badge idea of Boy Scouting on a large scale—perhaps in that direction lies our way.

Possibly some of the most criticised features of the present-day public school program—the clubs and auditorium work of the junior high schools, for example—may in the end prove most essential to the development of a new vision of self-development value. Establishing now in boys and girls a pleasure and some degree of skill in dramatics, sketching, collecting, etc., may reap a harvest in the leisure hours when school days have ended. Playing in the school orchestra or band, not necessarily to make a living as a violin or cornet player, but to enjoy living more because of it later in life—are these not reasonable hopes?

Of course, one might object to these features of education on the ground that "God expects us to learn how to do some things ourselves." But how often do we live up to His expectations!

A very essential requirement in any program of educating for leisure is *continuation opportunities*. It is of little use to instruct and even inspire boys and girls, young men and women to prepare for living in an age of leisure, if the possibilities of carrying on are meagre. That has been one great weakness in attempts at developing a nation-wide adult educational program. If education for leisure is to succeed, there must be more and better facilities for handicrafts, dramatics, music, reading, and the rest. They must be brought into neighborhoods, where people live. Without regional distribution, only partial success is possible. The increased reading of books through the development of branch libraries in our American cities, and the results of leisure time activities in Providence and other municipalities on a city-wide basis confirm this statement.

Through The Library Window

As the public librarian on this program, I am expected to establish some conclusions from our consideration of this matter of education for leisure to which libraries may make a definite contribution; some tentative plan in which books and reading may participate. I hasten to add that few public services have been more directly associated with leisure time than our public libraries. The reading habit is really founded upon reading opportunity, which includes two chief elements—i.e. printed matter and free time. Public library growth of the past century would never have been possible on the national working week of our grandfathers—sunrise to sunset, six days of the seven. Without leisure, reading starves except with that small percentage of people who possess back, as well as wish-bones, and are determined to read despite all obstacles.

If in our study of education for leisure, we are, in part at least, concerned with leisure time activities that develop the participant, as well as amusements and diversions that only entertain and kill time, then we cannot forget that reading is the ally, the handmaiden of most learning. Mr. Thomas A. Edison predicted more than a decade ago that the motion picture screen would soon replace the printed page in the process of learning. Others, more recently, have advised us to get ready for the substitution of the radio loudspeaker for the book. Though both motion picture and radio have become valuable aids to education, they are still only supplementary even in the program of the classroom. Especially where the out of school population is concerned, books bid fair to remain as the most convenient aid to the learning process, convenient both as to "place" and "time." And in its provisions for freedom of analysis and quiet reflection, the printed page is supreme. Furthermore, even in the reading of the lightest form of literature—narrative fiction—the printed page compels the reader to be more of a participant and less of a spectator than do radio or movie. In the more thoughtful fields of interest or knowledge, reading is far more profitable as an investment of time because though sedentary, still the reader must be alert, both physically and mentally. He is less of a spectator before the pages of a book whose subject attracts him than in the presence of a moving series of pictures or the sounds of a distant voice and an invisible personality.

As to how books and reading may directly or

indirectly take part in the education for leisure, I would suggest the following:

After the mechanics of reading have been imparted to the child, and in this respect, considerable progress and improvement in method have been made during the past dozen years, efforts should be made and sustained to interest the child in developing the reading habit. In general, this should be accomplished as a by-product, as far as possible, and so that the boy and girl do not suspect that they are being exposed to another up-lift racket. Of course the "clinic and morgue" methods of studying literature have been and should continue to be scrapped. The practice of scheduling free reading periods, with the student making his own choice, the teacher guiding only when requested to, ought to receive more support.

Then the convenience of materials for reading —the school library—is an important factor. A junior or senior high school without its library is no longer considered to be completely equipped, and some progressive cities have introduced libraries in the elementary school program. While there are reasons why undivided administration seems wiser, in this matter of encouraging reading, a cooperative program in which the Public Schools and the Public Library combine, operating the school library after school hours for the entire neighborhood as a branch of the public library offers many advantages. During their free time, and even after graduation, the children who have become affiliated with the school library and the librarian continue their library contacts in a free and most natural way.

In the project method of instruction, so much in evidence of late, a great deal can be done to enrich learning and at the same time, stimulate a "feeling for reading," especially in books of fact, not fiction. Some city school systems are even introducing this program in the early elementary grades with considerable success.

Simple but systematic instruction in the use of books as tools is desirable, employing methods that are imaginative and not dull, that may develop a carry-over into post-graduate life and activities.

Always during school days, the danger of the student falling into the deadly pit of "Compulsory Reading" should be avoided. We should remember the possibilities of luring boys and girls along the Open Road to Reading with subject displays of books, posters, exhibits, etc. In the later years of high school, and certainly in college, the value of books and reading as living forces in connection with problems of the day, the development of a respect for older books as well as the hot-from-the-grid publications ought to be encouraged.

And finally for the adults, especially those no longer in college or university, the establishment in our public libraries of a reader's advisory service, in which we break away from traditional library service, sit down and talk over personal reading problems with a competent librarian, possibly having prepared in harmony with our reading ability and educational background, a carefully planned course of reading on interior decoration, Modern European history, salesmanship, poultry raising, the New England novelists, or some other subject in which we would like to "read with a purpose" for a few weeks.

I have said that the economic depression has destroyed many illusions. One that I have not mentioned is "I haven't got time." Today the cheapest commodity on the market is "time." It is rated at a lower point than at any time since the Civil War. If you doubt this statement, examine your city's list of trained engineers and other experts now working under CWA jurisdiction and wage-rates. Can we attract the attention and capture the interest of a considerable portion of America's population in a program that may help them to live richer lives and through the living of which life takes on an added zest and flavor? If we can only devise the right program, I believe that it is possible, because the youth and adult of America are "time-conscious" —they have leisure time and they know it.

Those who remember their Plutarch will recall Dionysius the Elder, when asked whether he was at *leisure*, replied, "God forbid that it should ever befall me!"

Verily, it has come to pass that this which seemed an evil to that ancient philosopher has become a definite reality, a personal experience, to our fellow-Americans. That leisure may be a boon and not a curse, that it may up-build and not break down the morale of a people, is an objective, a common cause, to whose support we may perhaps devote more effort than we have ever given to leisure's opposite—*work*. A paradox, possibly, but isn't life, like Mr. Chesterton, just filled with paradoxes!

"Vocational education must be an integral part of education as a whole. Great lives and great ages never grow from dead hopes. In our vocational education let us not teach despair, surrender, and social retreat. Let us arouse expectation that life shall be a great adventure, that opportunity is not exhausted, that every person should have opportunity in proportion to his character and ability. Let us teach our boys and girls that the American dream is not dead, but that in them it should find fulfillment. Education will surely reflect a philosophy of life and of society. There can be no full unity as to methods where there is great disunity as to aims."

——From "Education For A New Society",
By ARTHUR E. MORGAN
in *Occupations*, October, 1933.

Digest Of Library Legislation 1932 And 1933

Being Part Of The Annual Report Of The A. L. A. Committee On Legislation, 1933

By FRANK L. TOLMAN

Director, Library Extension Division, Education Department, State Library, Albany, N. Y.

THE task of analyzing and reviewing legislation enacted during a period of economic crisis presents great difficulties. Especially difficult is the interpretation of proposed legislation that failed of enactment. The purpose of such bills is often intentionally disguised or at best is not easily apparent.

There is no precedent for the flood of legislation relating to cities, public finance, taxation, reorganization of government, public debt, and retrenchment. These subjects were of small importance in the summary of library legislation in former years. Today practically the entire output of laws, executive orders, and court decisions must be examined to approximate a complete summary of library laws and regulations.

An attempt is made to indicate the more important trends in legislation in the field of taxation and public finance. Many of these trends are believed to be reactionary or transitory. They present, none the less, problems of great difficulty to library boards and librarians. It is hoped that the section of the summary dealing with these and related subjects may be found useful as indicating precedents to be followed and pitfalls to be avoided.

Major Trends In Tax Legislation

Certain major trends are easily discernible in the great mass of tax legislation. While no attempt has been made in this report to summarize general tax laws, a brief presentation of these major trends is believed to be necessary to an understanding of the present financial condition of the public and state libraries.

The new tax laws seek a greater income from new sources to make good the large shrinkage of tax revenue from old sources.

The new tax laws seek a new and wider base for taxation, i.e., a more general distribution of the tax burden.

The new tax laws seek to reduce the present burden of taxation on real property.

The new tax laws look toward a simpler and better coordinated system of tax collection, by which all general taxes would be collected by the state or the federal government and distributed to the municipalities.

A number of states propose to eliminate the personal property tax as New York has done. Other states are seeking some way to enforce this troublesome tax law.

Many states are seeking to reduce the present wide range of exemptions from taxation of real property and income taxes.

Many states are assuming more and more of the costs of services formerly borne by local governments. In addition to cost of schools and roads there are proposals for state support of all health activities, all police work, the entire care of the poor, defective and delinquent, the state support of all hospitals, etc.

In the search for new sources of revenue, the taxation of intangibles presents great difficulties. Many proposals to reform this branch of tax collection are being made.

More extended treatment is needed for certain major developments in taxation particularly the sales tax and its variations, the review and limitation of taxation, taxation of intangibles and the liquor tax.

Tax Limitations And Budget Review

Tax Limitation as adopted in many states takes 3 forms:

1. Restriction of the tax rate to a specific millage tax on the assessed valuation.

2. Requirement that the amount of tax to be raised in any year shall not exceed the amount raised during the preceding year by more than a fixed percentage, which is usually fixed at 5 per cent.

3. Debt Limitation. A majority of the states have limited the power of local tax districts to incur debt.

4. Budgetary Control.

This usually provides for the review of local budgets by the State Fiscal Authority or a local (county) board of tax review.

The tax limitation scheme is a literal imposition of the doctrine that the best way to reduce expenditures is to reduce income. The fallacies of this doctrine are easily seen and for this reason many tax limitation laws try to prevent the incurring of deficits and debts, which would amount to the evasion of the tax-limitation law. The tax rate is usually held to a maximum limit of $1.50 tax on each $100. of taxable real property.

OHIO and INDIANA have pioneered in attempts rigidly to limit tax rates. Their experience has been interesting and enlightening in showing the extreme difficulties of providing for contingencies, emergencies and local needs.

Tax limitations show a variety of form. The simplest of these is a limitation of the total tax that may be raised to a specified rate. This covers state,

local, city and special taxes. The distribution is usually left to local tax and budget authorities.

INDIANA has limited the total levy (1933) including state tax to $1. on each $100. outside municipalities and to $1.50 within municipalities. The Supreme Court however has sustained levies in excess of the limit.

MARYLAND has placed the aggregate rate for state taxes (1934 and 1935) at 22 cents on $100. These are distributed between services in long tables.

CALIFORNIA, MICHIGAN, NEW MEXICO, OHIO and OKLAHOMA and other states have adopted constitutional tax limit amendments.

Tax Limitations By Constitutional Amendments

CALIFORNIA adopted a constitutional amendment limiting budget for state, cities and counties for any year or biennium to not more than 5 per cent excess over appropriations of last tax year, except for state payments for public education. Not more than one-fourth of State budget shall come from real estate. A two-thirds vote is required to increase appropriations over the last budget.

NEW MEXICO by constitutional amendment limits the total levy to 10 mills, of which not more than 4 mills goes to the State, excluding institutions.

OHIO amended its constitution in 1933 to provide that no property shall be taxed at more than 1 per cent of its value for all state and local purposes. Additional levies may, however, be authorized by a majority of the voters or when provided by terms of a municipal charter.

OKLAHOMA provides by amendment of its constitution, that the total tax for all purposes shall not exceed 15 mills. Additional levy may be made for debt service.

TEXAS limited taxes and licenses of all kinds to not more than $22.50 per capita.

WEST VIRGINIA placed a limit of aggregate taxes on residential and farm property of $1. on $100., on all other property outside of municipalities of $1.50 on $100., and all other property within municipalities of $2. on $100. After 1933, State tax shall not exceed 1 cent on $100. exclusive of debt.

ARKANSAS and TEXAS will vote at the November, 1934 election on their limits. Michigan voters approved the tax limit amendment in November, 1933.

A second form of tax limitation is the percentage reduction or increase plan. A state or local tax unit is limited to a specified small increase or required to effect a percentage saving over tax rates of the last year or biennium or some other specified date. Thus CALIFORNIA allows only a 5 per cent increase in any year for state and local units, except by appeal to State Board of Equalization or by 2/3 vote of the electors.

COLORADO in 1931 adopted 5 per cent increase as the maximum allowed in any year.

IOWA has required mandatory reductions in tax levies. The total tax rate in all taxing districts shall not exceed 20 per cent of the total rate for 1930. Certain exceptions are permitted.

A modification of the simple plan for a maximum general tax rate is the itemized or distributed tax schedule. In this plan the maximum is sometimes distributed between state, county, city, school and special tax districts or sometimes between the various essential services. Some schedules are relatively simple, but they soon become immensely detailed and extended, covering every size and type of municipality and a multitude of classified services.

In ILLINOIS, the normal limit for counties is 25 cents on $100. Large counties are allowed 32 mills, with certain items (debt service, county highways) outside the limitation. A higher levy may be authorized by popular vote. If the levy exceeds 1 per cent of assessed valuation of any property, the rate of tax must be reduced to that rate.

KANSAS limits total levy for all county purposes (except debt) from 3.50 mills to 5 mills, and rate for current general expenses from 1.60 mills 3 mills on assessed valuation. The higher rates maintain where the valuation is small. There are long tables of special rates for cities, but the total levy must exceed 10 mills in first class cities, and 9 mills in second class cities before these become operative. An additional levy of 25 per cent is allowed by 3/4 vote of electors or by appeal to tax commission.

MINNESOTA has a limit of 7 and 8 mills for counties varying with population and taxable wealth.

MISSISSIPPI has placed county tax limits at 5 to 10 mills varying inversely with valuation. Limits are set for towns (usually 6 mills), cities (6-12 mills) and school districts.

NEBRASKA. The limit for counties is placed at 35 cents to 50 cents per $100. for county purposes.

NEW MEXICO places a blanket limitation, except for debt service, at 20 mills. The total state levy may not exceed 10 mills or 4 mills for all purposes except support of charitable, educational and penal institutions.

OKLAHOMA distributes the 15 mill constitutional limitation by statute as follows: Counties 3-3½ mills but may be increased to 4 mills by County Excise Board. Towns 1½ mills for current expenses, total tax 3-4 mills. Cities for current expenses 4 mills, but County Excise Board may increase to 6 mills. School district levy for current expenses shall not exceed 5 mills.

RHODE ISLAND placed a limit on town taxes of 2½ per cent of the ratable value except for debt service. On petition of the town council, the State Commissioner of Finance may increase the rate.

SOUTH CAROLINA amended the 1931 limitation law in relation to school taxes.

TEXAS placed a limit for total State taxes and licenses of all kinds at not more than $22.50.

WASHINGTON allows a total tax of not more than 40 mills on assessed valuation which shall be ½ of the true value. The limit of the State levy is 5 mills, of county levy, 10 mills (including school fund), school district 10 mills, of city or town 15 mills. Taxes for debt service is not included. Three-fifths majority at a special election may authorize a higher levy.

WISCONSIN limits county taxes for all purposes except debt to 1 per cent.

Flexible Limits

In Michigan, the County Tax Commission approves minimum rates and determines the maximum rate, which may not be greater than is necessary for the budget submitted. If in any district the average tax rate for the three last years is less than the fixed minimum rate, the average shall be allowed in place of the minimum.

School Tax Limitation

Special limitations applying to taxes raised for schools are in effect in Florida (1931), Idaho (1933), Iowa (1933), Kansas (1933), Maryland (1933), Michigan (1933), Mississippi (1932), Ohio (1931), Oklahoma (1933), South Dakota (1933), Washington (1932), West Virginia (1933).

Idaho limits levies for general school levies to 8 mills, 5 mills additional are allowed for high schools.

Such limitations may indirectly affect school district public libraries and school libraries.

Limitation Of Library Tax

Libraries are of course affected by tax limitations. Whether the library tax is a separate tax or a part of a local tax, normal library income is greatly reduced under the plan during depression years. In Michigan, the danger that the tax limit would close many of the city libraries was one of the reasons for the contesting of the limitation law in the courts. The courts held that charter provisions in city manager cities were not annulled by the law. Tax limitations may be written into the constitution. In such an event, the financial strait-jacket is rendered nearly irremovable.

Colorado. Tax for free libraries shall not exceed 1 mill.

Indiana. Townships having libraries worth $25,000. or more established by gift, may levy not more than 6 cents on $100. for maintenance and 5 cents on $100. for more than 3 years for grounds and enlargement of buildings.

Townships, upon petition of 50 taxpayers may levy not more than 1 mill to support a city or town library serving the township by contract.

Kansas limited the county tax for library purposes to ½ mill and for cities from ¼ mill to 1 mill.

Counties, contracting for library service, may levy tax of not more than ½ mill.

North Carolina places the City or County library tax at a minimum of 3 cents and a maximum of 10 cents on $100.

Oklahoma includes circulating libraries among the special purpose county and city levies. These are limited to 1 mill.

Budgetary Control And Review

This form of fiscal supervision usually provides for review of local budgets by a constituted state authority.

One form of budgetary control requires an automatic review of all budgets. Another form requires such review only on appeal by petition or by some other method of determining the popular will. The State Tax Commission usually is charged with this duty but in several states a special tax authority is set up.

Several states also provide for the review of local budgets by the County Boards of Supervisors or County Tax Boards (as in California by the County Board of Supervisors—for special tax districts) Indiana, Michigan, Oklahoma (County Excise Board) Ohio (County Budget Commission).

Tax review has been adopted by twenty-five or more states. These states usually supplement tax limitation laws by providing a board or commission supposedly of experts to reduce excessive tax rates and/or expenditures, and to allow local tax rates in excess of the legal maximum. The value of the plan depends on the personnel and staffing of the board of review. If this immense task of reviewing thousands of local budgets is added to the duties of a state tax commission without a large increase of expert personnel and funds, it creates intolerable delay or snapshot judgment or worse. When, as in Indiana, the Board of review may revise or reduce any levy including state and municipal revenues and the reviewing board is a nondescript county board, the acme of administrative folly would seem to be reached. A safeguard is provided by the right of appeal to the State Boards on petition of ten tax payers.

Tax Review

California amended its tax review law in 1933. The County Board of Supervisors is required to review budgets of some special tax districts and make proper changes without hearings. School budgets are not included.

Colorado directs budget-making authorities of local governments to file copies of budget with the State Tax Commission. School budgets must be filed with the State and County Superintendents of schools.

Indiana. County Boards of tax adjustment have the function of reviewing municipal budgets of the county. They may reduce any item except those for debt service and may increase them to meet emergency needs up to the legal limit by vote of at least five members. Any ten taxpayers may appeal to State Board of Tax Commissioners.

Montana requires budgets and tax levies to be filed with the Tax Examiner.

Michigan has established county tax Commissions who are required to review budgets, tax levies and assessed valuations of all local units. They determine tax rates, or approve budgets not exceeding tax limit. If total required exceeds net limitation commissions shall (1) set a minimum rate of 3 mills for county and 4 mills for school district and (2) divide the balance between all local units according to needs. The Commission shall approve maximum rate for units that have not submitted budgets. The Commission may also reduce any items in the budget where it has lowered the tax levy.

Local tax units may adjust budgets and tax rates within the maximum tax rate approved by the board and may appeal to the circuit court from the county tax commission's final order. (Laws *1933*, Act 62)

In NORTH CAROLINA, County Adjustment commissions may investigate resources and valid obligations of counties and municipalities and determine the valuation. All costs are borne by the county or municipality requesting aid.

Sales Tax

A chief characteristic of tax legislation of 1932 and 1933 is the phenomenal growth of the sales tax. Regarded generally as an emergency tax, there is a strong support of the sales tax as a permanent part of the tax structure of the state and nation.

Fifteen states this year imposed a tax on sales. Arizona and Illinois enacted two, as the first was held unconstitutional. In North Dakota and Oregon the proposal was submitted to a referendum. Voters of both states rejected the tax, but in Oregon a new sales tax will be effective March 10, 1934. The sales tax is now in force in Arizona, California, Illinois, Indiana, Kentucky, Michigan, Mississippi, New York, North Carolina, Oklahoma, South Dakota, Utah, Vermont, Washington and West Virginia. It will be remembered that Kentucky adopted the tax in 1930, Pennsylvania for six months only in 1932, and West Virginia the first sales tax law, amended this year, in 1921. In Michigan and Washington the law was held in abeyance until its constitutionality could be established. Both laws were upheld. In eighteen states the sales tax is now in force. New Mexico's proposed sales tax will be submitted to a referendum in the election of November, 1934, but the tax will be operative from December 1, 1933 until referendum date.

Older taxes of this sort, usually merchants' license taxes, have been levied in Pennsylvania since 1899, Delaware since 1915, Virginia since 1887 and Kentucky since 1930. In Rhode Island and Illinois the localities have been permitted to levy such taxes.

The tax is far from uniform as between the states. It is frequently a gross income tax law, a manufacturers' sales tax or a transfer tax. The tax is an emergency levy in Arizona, Illinois, New York, North Carolina, Oklahoma, South Dakota and Washington.

In only five states is the tax a flat rate: California levies 2½ per cent, Illinois 2 per cent, Utah 2 per cent, Michigan 3 per cent, New York 1 per cent. In the other states the rate varies with the amount of the sale, the article sold, and whether the sale is by a wholesale or retail dealer or manufacturer. The new Oregon law taxes retail sales of tangible personal property and utility service 1½ per cent.

All the states, whether or not they specify the exemption by law, must exempt sales or services to or by the United States and sales involving interstate commerce, as required by the federal constitution.

Sales to or by governmental units are exempt by law in Michigan, Mississippi, New Mexico, New York, North Carolina, Utah, and Washington. This would involve the exemption of public libraries from the tax in those states. However, it is probable that public libraries are exempt in all states, as the United States Supreme Court has generally ruled that revenue may not be levied on transactions in which government is a party. Free association or society libraries are liable to the tax unless it is absorbed by the retailer.

South Dakota and generally other states adopting the gross income type of sales tax do not exempt purchases or salaries paid by the state or local unit of government but societies not organized for profit do not pay the tax on their sales or earnings. Organizations not organized for profit are exempt in Arizona, Indiana, Mississippi, New Mexico, Washington and West Virginia.

The proceeds of the tax go to various services. In North Carolina and Oregon it goes to education, conditioned on the reduction of the real property tax. The tax is used to reduce real estate taxes in North Dakota and Oklahoma. In most of the states the revenue is divided between relief, education and the general fund. Arizona and New Mexico divide the revenue with local units. California, Indiana, New York and Mississippi use the entire proceeds for state expenditures. Little if any of this revenue is earmarked for libraries. In California one of the reasons leading to the adoption of the sales tax was the necessity of raising money to cover increased contribution of the state to the support of the public schools. Incidentally some of the proceeds goes to school libraries.

Library officials are chiefly interested in the new sales taxes as possible new sources of library revenue and in the provisions relating to exemptions from the tax relating to or including libraries.

While no state has mandated any part of this important new revenue to libraries an indirect benefit may come by later library appropriations from the general state fund, the school funds or the local government's share of the sales tax. Any increase in such general funds makes possible a more liberal attitude toward public expenditures in general.

Sales tax legislation has met with stubborn resistance in legislative bodies and in the courts. The first Arizona law of 1933 was held unconstitutional and a substitute was passed. The first Illinois law was similarly held unconstitutional as violating the constitutional requirement for uniform and equal protection to all citizens. A retailer's occupation tax placing a 2 per cent tax on gross receipts took its place and is believed to be constitutional.

By House Bill 34, Oregon permits certain municipalities to levy a sales tax. House Bill 110, passed at the second special session, imposes a tax on retail sales of tangible personal property and utilities services of 1½ per cent. Proceeds go to the common school fund.

By House Bill 5, Missouri placed a tax of ½ per cent on sales of tangible personal property and on certain services effective January 15, 1934 to December 31, 1935.

At least fourteen cities have imposed sales taxes by local ordinances. Two of these have been repealed and three others have been held unconstitutional.

Beer And Liquor

All the states excepting Albama, Georgia, Idaho, Kansas, Mississippi, Washington and Wyoming have

a special tax on beer and light wines. Thirty-six out of the forty-one have, in addition to license fees, an excise tax on beer ranging from as low as 50 cents a barrel in Montana to as high as $4.66 a barrel in New Mexico. Part of the revenue is diverted to education in Arkansas, Michigan, New Mexico, Oklahoma, South Carolina, Tennessee, Texas, Utah and Wisconsin. In nearly half of the states the revenue is shared with the locality. The sale of beer is also subject to the retail sales tax in those states in which such a tax is operative and to the Federal tax of $5. a barrel.

In only twenty-three states is the liquor traffic legal after the repeal of the eighteenth amendment. Arizona, California, Colorado, Connecticut, Delaware, Indiana, Montana, New Jersey, New Mexico, New York, Pennsylvania, Rhode Island and West Virginia have already passed state liquor control acts. In Indiana and New Mexico part of the revenue is to be diverted to education. Montana has state monopoly of the liquor traffic with all the profits going to government and Delaware has a quasi monopoly of liquor sales. At the time of writing, liquor legislation is being enacted in nine states.

The competition for the large new revenue is keen between local government, the state and the nation. The revenue may be earmarked not only for a kind of tax district but for specified services. No instance has come to the attention of the committee where a part of the liquor tax is reserved for library support, but increased local revenue from liquor licenses and taxes will indirectly benefit tax supported libraries.

Chain Store Taxes

Chain store taxes are levied in twelve or more states, Idaho, Indiana, Maine, Maryland, Michigan, Minnesota, Montana, North Carolina, New Mexico, Vermont, West Virginia and Wisconsin. The tax is a flat rate in most of these states except Minnesota where in addition to the flat rate, a graduated tax on gross sales is imposed. The receipts usually go to the general fund except in Idaho, Minnesota and West Virginia, where they are appropriated for education. The existing chain store tax was repealed in Arizona, and in Michigan and West Virginia injunctions are pending. Rates were increased in Indiana, North Carolina and Wisconsin.

Chain store taxes were in effect or in litigation in twenty-one states in August, 1933.

Libraries are interested in chain store taxes, as in the sales tax, (1) as a potential source of new revenue and (2) as a possible cause of higher costs of necessary library purchases.

Tax On Intangibles

In 1931 the Ohio legislature passed a two year experimental intangibles tax law (S.B. 323) known as the Taft Law which provided 100 per cent of the tax support of Ohio libraries. Although its provisions seemed satisfactory at the time of its adoption, difficulties soon developed. The depression drop in tax collections reduced the yield to 60 per cent, an attack on its constitutionality delayed distribution of taxes, and a decision of the State Supreme Court made it impossible to average the collection of the counties by ruling that collections in each county could be distributed only in that county. This resulted in a very uneven library income during 1932, the range being from 19 per cent to 100 per cent. The county authorities were enjoined from paying over to libraries their portion of the intangibles tax revenue, which had already been collected, until the Supreme Court decision in February, 1933. Because of this long delay in distributing tax money, library service in Ohio was seriously crippled for a considerable period.

The law was amended in 1933 (S.B. 239), immediately effective, providing for the anticipation of tax revenue, revised rates of taxation and the distribution of revenue. Libraries were placed in a preferred position during 1933 as to 70 per cent of their income, this amount to be paid out of the first proceeds of the intangibles tax. Another law (S.B. 30) requires the county treasurer to distribute 50 per cent of the amount provided in the approved library budget to each public library board at each distribution of classified property taxes. As distribution is made semi-annually, the library receives the entire budget as approved, subject to the limitations of the bill. Both bills were drafted by the joint legislative tax committee of the previous legislature, following the breakdown of the old emergency intangibles tax plan. Both were drawn by Senator Whittemore, a leading tax expert. The Cleveland Public Library and in the later stages of the proceedings, its associated libraries, Dayton, Toledo and Youngstown, with the Ohio Library Trustees' Association successfully defended the constitutionality of the distribution features of the intangibles tax law (S.B. 239) through all the courts. The new intangibles law (S.B. 30) becomes effective January 1, 1934. This law also provides that libraries supported by this tax shall serve all residents of the County on equal terms as the income is derived from a county tax. Ohio is thereby put among the leading states in County Library Service. (Ohio Gen. Code, s. 2293-4).

Two other bills designed to amend the intangibles tax law were introduced, but were not favored by libraries. They failed to pass. (*1933*, House Bill 653, Senate Bill 391).

Tennessee and New Hampshire tax income from stocks, bonds, etc.

Nebraska has repealed the 1931 tax on intangibles.

Arizona and Indiana have added a tax on intangibles to their income taxes.

Both the Arizona and the Indiana laws have already been held unconstitutional in a superior county court and in Indiana the case is before the Supreme Court.

South Carolina levies a tax of 5 per cent on income from stocks, bonds, etc., in excess of $100.

Income Tax

Six or more states have authorized personal and corporate income tax levies in 1933. Like the sales

tax the rates, exemptions and use of the revenue differ widely. It is not believed that these laws directly affect libraries.

Scrip

Many municipalities have been forced to pay salaries by their I.O.U's., certificates of indebtedness or what is commonly called scrip. The situation in Michigan represents the best practice in this field.

The issuance of scrip by Michigan municipalities is authorized in an amendment of the school districts act. By this means Detroit and presumably other municipalities have been able to pay wages, salaries and pensions of librarians as well as other civil servants and teachers. In Detroit, the largest issue was promptly redeemed and no resentment was created by employees at not being paid in cash. The act was amended to allow municipalities to issue notes in anticipation of taxes, provided that the tax revenues in arrears are pledged to the redemption of the notes, and that the loan shall not exceed 10 per cent of the tax levy. Where a library district is coterminus with city limits, the library trustees may issue such notes in anticipation of taxes under the same conditions.

Other Tax Provisions

Eighteen states permit the payment of taxes in convenient installments. Delinquent taxes may be paid in twenty installments in Arizona, Indiana and Washington. Warrants are to be issued for current expenses as needed to be paid from collections of delinquent taxes. In California, where real estate has been sold to the State on or before September 6, 1933, for delinquent taxes, and where the State has not disposed of the same, the taxes then delinquent thereon may be paid in ten annual installments.

Massachusetts proposed to maintain its financial independence in a bill (not passed) providing that banks could not require, as a condition of loan to municipalities that salaries of public employees be reduced. Massachusetts may also borrow funds to lend to cities and towns against delinquent taxes.

Penalties on nonpayment of delinquent taxes were reduced or abolished in twenty-one states.

A bonus for advance tax payment has been authorized in Idaho, Kansas, Maine, Massachusetts and Vermont.

New Yorkers no longer pay the *ad valorem* tax on personal property.

Public Libraries

Our friends the tax experts will describe as a step backward the new laws of Illinois giving library boards custody of the taxes collected for library purposes. The treasurer of the district, city, village or county is usually designated by law as custodian of all public money, the funds to be spent only on order of the trustees.

Free libraries owning buildings given by subscription are made eligible to tax support and other privileges in Kentucky.

North Carolina has revised her public library act, providing a minimum tax of 3 cents on $100., making easier the vote on proposals to establish libraries, authorizing regional libraries or joint county libraries, and establishing compulsory certification of chief librarians for cities, villages and counties.

In 1932 Massachusetts failed to pass a bill proposing to relieve public libraries from the censorship restrictions.

Indiana has taken from township library boards the power to fix rigidly tax rates for library purposes. Such proposed levies are subject to review by the township advisory board. Washington allowed Seattle to transfer to the Police Pension Fund money hitherto allocated to the library.

County Libraries

In Oklahoma, the Garfield County Library has been closed as a result of the Tax Court's decision that the library tax was outside the four mill limit allowed for county taxes.

Texas proposed but failed to obtain a constitutional amendment allowing counties to levy a special tax for county libraries.

Consolidations of two or more counties and the dissolution of small townships, authorized in Minnesota, may bring regional libraries. Consolidation of public library districts is authorized in New Hampshire.

New York enacted a new county library law in 1932. The act provides for supervision by the State Education Department and directs the Department to establish proper standards for registration of such libraries.

In West Virginia a most unforeseen library situation has arisen from the abolition of all independent school districts and the substitution therefor of county school districts. Many public libraries have been organized by school districts and these libraries are therefore consolidated into county libraries, including some large city libraries. The situation is unsatisfactory as all libraries are not involved and as the counties are usually unable to finance the new county libraries. It is uncertain what obligations to support county libraries now rest on the state, county or municipalities. A somewhat similar situation in Ohio is discussed under the tax on intangibles.

British Columbia has adopted a plan for cooperative library service by the establishment of union library districts on petition of 10 per cent of the electors.

Ontario provides for the payment of a provincial grant to county libraries similar to that paid to public city libraries.

Idaho failed by a very close vote to enact a county library law modeled on the California plan.

South Dakota defeated a proposal to empower the County Commissioner to discontinue the county library and to transfer the books to the county school library system.

Tennessee refused to adopt a proposition for contract library service.

Library Surveys

An unusual number of surveys of state and local governments have been made with a view to in-

creased efficiency and lessened cost. The Brookings Institution continues to lead in careful scientific examinations of existing administrative setups and in suggestions for reorganization of state governments. While the objectives sought in all the Brookings Institution surveys are much the same, ample consideration is given to existing varieties and types of organization as tested in the examination by their experts. A similarity will thus be noted in the recommendations about state library agencies in the surveys noted in part 7. Differences will also be noted as due to recognition of efficient work of present departments or commissions, and to local historical variations between the various states.

In general the Institution is consistent in recommending a strong state library agency to be placed in the State Education Department, the head of the library division to hold high comparative rank among the leading officials of the enlarged educational department.

In Michigan a commission of inquiry into state governmental expenses recommended in 1932 that the functions of the State Library be reduced to providing a library for state officials alone. This would have resulted in a severe restriction of State Library activities.

The Brookings Institution survey of Mississippi commends the work of the Library Commission under expert direction. The experts, however, believe that the usefulness would be greatly increased if transferred to the State Department of Education.

The Canadian Commission of Enquiry outlines the essentials of a sound library law as including a province-wide book service, recognition of the public library as of equal social importance with the public school, a provincial library agency in the Ministry of Education acting through a professionally trained department head, a representative library commission, establishment of standards of library service and an adequate assured library income. The commission favors county or regional libraries, lower postal rates on books lent from libraries and the establishment of a National Library as head of the Canadian System of Libraries.

Library Appropriations

The drastic reductions in appropriations for state agencies and for salaries of librarians in the service of the states, are indicated in the appropriation laws of the states. It should be noted that emergency reductions by executive or administrative order or savings required in expenditures within the appropriation, are in many instances not included in appropriation figures. It has proved much easier to appropriate a reasonable sum and later to withhold the spending of a considerable portion of the moneys appropriated, than to make an equal total reduction in the appropriations alone.

In conclusion it may be of interest to indicate the probable or possible change in status and support of public and state libraries. In the interest of maximum economy and in the interest of efficient library organization as well, there is insistent demand for the following changes or (as is hoped) reforms.

A reclassification of the library to place it more definitely in alignment with the other educational services of the state and municipality.

A reduction in the number of kinds and types of public libraries. The adoption of uniform library laws and the elimination of special library laws.

The closer alignment of the library with the city and county government, giving more control of the library to the administrative head of the government, and making the library trustees more purely an advisory body.

The organization of small libraries into larger consolidated library systems, to be based preferably upon large political units.

Some control of library expenditures to be exercised by the proper city or state fiscal authority.

Librarians may wish to form their considered opinions on these claims in the light of the information here submitted.

Typographical Library Is For Sale

The Typographical Library and Museum of the American Type Founders Company, described in the March 1 issue of THE LIBRARY JOURNAL, is for sale. The considerations which have induced the management to part with these collections are: (1) that the space (about 5,000 sq. feet) is required for business purposes; (2) the location is not convenient for students of the industrial graphic arts; and (3) the Collections would better be in the ownership of an institution of learning in one of the greater printing centers that would assure their permanence and expansion. The management is averse to proposals to break up Collections which have taken many years of effort to assemble.

Public Library And Board Of Education Cooperation In Pittsburgh

By

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WHENEVER there is a question as to which of two agencies shall perform a certain function, efficiency and economy frequently point toward the cooperation of the two agencies and the coordination of their activities.

The roots of public library and board of education cooperation are deep-seated in Pittsburgh. They began many years ago in the form of class-room libraries, and from 1902 library stations operated in schools by public library staff members added to the service. These stepping stones to the modern school library served their purpose, but proving inadequate to meet the needs of advancing educational procedure, they were discarded for the more forward-looking situation—the library in the elementary school, manned by an experienced teacher, who had added various library techniques to her teaching background. None of us regrets their going. All of us pay tribute to what was done in the past, but we can see the far finer results accruing from the newer situation and can regard the old class-room collections only as temporary makeshifts.

In 1923, five elementary school libraries opened. Today there are ninety-three of these in our schools. They developed first in the schools which adopted the platoon plan of organization, but so convinced are principals of the desirability of libraries in their schools, that schools on the traditional, and on the departmental plan, are now also equipped. Only the very small school on the outskirts of the city has class-room collections of books, and these regret not having the opportunity afforded the larger buildings.

In 1916, a plan of agreement was drawn up between the Board of Education and the Carnegie Library, which, with adjustments, has been in operation since that time. Under this plan the Board of Education pays the salaries of the library-teachers; equips the library rooms; buys the reference and non-circulating non-fiction books; pays for the binding and cataloging of these; cares for the weekly truck delivery of books to the elementary schools; and is responsible for certain supplies. The Carnegie Library maintains a Schools Department for service to the school libraries; allocates money for circulating and enjoyment reading books; is responsible for certain supervisory functions; maintains a large pool collection of books to make possible a temporary loan service, in addition to the permanent books provided; provides regular library supplies; binds all books bought from Carnegie Library funds and catalogs all books for the Schools Department shelves.

The program in the elementary libraries gives equal emphasis to cultural and educational development. All the children above the second grade have two scheduled library periods a week. One of these is allotted to enjoyment reading, the other to instruction in the use of books and library aids, and to reference work. In the larger schools it is generally possible to free the library teacher from a report class, thus making the library free for pupil use before and after school and at noon, and adding additional time to the weekly opportunity of service to the children who are most eager in their reference work.

The book collections provided by the Board of Education have full cataloging. The book collections provided by the Carnegie Library grow with the schools' demands and are not standardized but flexible and constantly changing. All titles added are carefully chosen by trained and experienced librarians. The head of the Schools Department is a member of both the Juvenile and Adult Book Committees of the Carnegie Library. Funds are available each year, so the best of the newer books are added to the basic collection which is placed in each library as it opens.

Critics of elementary school libraries rarely are people who have worked in school libraries as they exist in many American cities today. There may be an occasional weak library in any of our outstanding systems, but our goals are constantly expanding and our personnel continuously striving to achieve better service. The best elementary libraries are highly creditable and measure up in their service to the best examples in the high school library field. No one visiting libraries in elementary schools can fail to see the children's pleasure in their ability to help themselves in their reference work, in their deep enjoyment of their library reading period, and their pride in keeping the library a quiet and happy

place, where the atmosphere is one of beauty and significance in their lives.

The instructional program in the school library is one of its most noteworthy features. Here the children learn under expert guidance the basic needs for their future use of books in the high school library and the public library. Our fourth grade children use the index and contents, and the dictionary efficiently; they know the parts of a book; their fifth grade brothers and sisters can use the card catalog and the encyclopedia and have been introduced to the intricacies of the Dewey Decimal Classification, and during both fifth and sixth grade years, they are constantly putting these techniques into practice through their reference work. Before the pupils leave the elementary school a test in basic work is given, and only those whom the library teacher refers to the high school librarian for additional teaching, need more instruction in these phases. However, all incoming high school students are given an orientation lesson.

Criticism has recently been made on the enormous costs entailed in elementary school libraries. The costs in Pittsburgh are not enormous and the results more than justify the expenditure involved. So vital has become our service to the other departments in the school that we are the laboratory which greases the wheels of the whole machine. We are not a luxury but a necessity in the functioning of the modern elementary school curriculum. Auditorium programs, art lessons, nature study demonstrations, history reports, geography research, home room activities, and the music department—these and many others create demands which the children bring to the library, or the teachers send to the library for immediate settlement.

To equip a room in an old building for a library we provide ten sections of adjustable shelves, a six drawer card catalog, a three drawer file case, eight tables, a magazine rack and a bulletin board (these last three items are made in our trade schools), and forty-eight chairs. We use the regular desk which is allotted to each teacher. The total expense of this equipment amounts to $380. Libraries in new buildings are given in addition, floor covering, a work room with steel cupboards for supplies, running water, and more shelving, but these are building costs, rather than supply costs. The book collections provided by the Board of Education have been growing over a period of eight years. We obtain good discounts because we buy the books in large quantities, but $740. list price will cover these reference and supplementary books. It is more difficult to estimate the book expenditure for the Carnegie Library books, because their number varies with the size of the school, and, whether the school is near a Branch Library, or will have to circulate the books for home use. We have as low as two hundred Carnegie Library books in some schools and as high as one thousand in others. This at an average of $1.50 per book—which is high for lower grade books, would involve an outlay of from $300. to $1500. In all the ninety-three elementary libraries the Carnegie Library has forty thousand books, with a circulation return of four hundred and eighty thousand (in forty-three of these ninety-three libraries there is no home circulation due to Branch Library proximity). There is an advantage in a cooperative plan when cataloging costs are considered because we use the Children's Department catalog, so the expenditure for cataloging goes largely into the printing department. We estimate that each catalog has cost approximately $160. Library teachers are not supernumeraries on the pay roll. They are carrying the same load as the other teachers so are not an added expense in the school budget. Therefore we have arrived at an average cost to the Board of Education for equipment, books and cataloging of approximately $1280. which need not all be spent at once, though sufficient money for books should be allowed at the opening of a library to insure the library's usefulness in the school program.

Those of us who favor the cooperative plan between school and library recognize at once that any Board of Education, acting entirely alone, can operate excellent school libraries by adopting high standards of professional supervision, personnel and maintenance. By cooperating with the public library, however, the Board of Education gains the interest and experience of the entire public library administration. The head of the library's Schools Department, acting under the superintendent of schools, supervises certain functions of school libraries thus welding the interests of the two systems. Teacher-librarians become quasi-members of the library staff and feel freer in making demands upon the library's resources. Considerable savings in overhead are gained by using the public library's cataloging and binding facilities, even though the public library is reimbursed for actual labor and materials.

Perhaps the greatest advantage of the cooperative plan lies in its opening of the public library's entire resources for the use of the schools. This results in a constant flow of books from the public library to the schools for temporary use, thus enriching the book collections and increasing the library activities throughout the school. During 1933, 3,941 requests for additional material came from the ninety-three elementary libraries to the Schools Department. A trained children's librarian gives practically all of her time to these requests. Weekly deliveries of these books, pictures, pamphlets, etc., are made to the school libraries and thousands of books go out during the year to meet individual children's requests, to increase the supply of books needed for class reference work, and to better enable the library teacher to serve her school and her faculty.

To educators and librarians who know the results accruing from libraries in elementary schools it is incomprehensible that destructive criticism should be advanced to hinder their progress. We realize that the seeds we are sowing are to be far-reaching in the lives of the children; that we have an opportunity to reach the non-reading child, to open to him the possibilities of the printed page; that on us is part of the responsibility of guiding the reading child toward wise selection of material, so that he

will become a discriminating user of the public library of the future; that our training in techniques of these children is making the intensely heavy work of the high school librarian lighter, thus enabling her to build her advance instruction on the basis of established skills; that our contribution to the curriculum needs is enriching the content of class-room work, is widening horizons and assisting the alert teacher to even more constructive teaching.

None of these goals toward which we struggle in any way belittles the services in the children's rooms of the public libraries. Their services are as necessary as are those of the school libraries. Along with the developing interest in books created in the school library and in the class-room, should develop an increase in public library use. In Pittsburgh this development has been exemplified in circulation statistics, until the lack of funds cut down the hours of service in the children's rooms. Surely in the larger centers of population there is more than enough work for both organizations and sufficient argument for taxpayers to support both.

The High School Librarian In The Rôle Of Reader's Adviser[1]

By MARGARET CLEAVELAND

Librarian, John Adams High School Branch, Cleveland, Ohio, Public Library

WITH THE OVERWHELMING DEmands made upon the high school librarian one might well question how she can find the time to be a Reader's Adviser. Is she not so occupied with problems of administration, of library instruction, of book selection and reference work that one more item would mean a piece of work done poorly because of lack of time in which to do it well? On the other hand, the high school librarian can not escape from giving advice in reading because it is an integral part of her work. Many of the requests for help develop naturally from the school curriculum.

Even if it were possible to avoid this phase of her work, the high school librarian will not wish to lose an opportunity to serve her school in this capacity. If she possesses the qualities necessary to make her a good librarian, she has a sympathy and patience with high school youth, an understanding of their likes and dislikes, a knowledge of books and, from working daily with the same students, an excellent opportunity to know them and their interests. Such a librarian is on the most friendly terms with the student body. Where else are conditions so ideal for helping the individual student?

I shall speak first of different ways of meeting the reading problem of high school students as they are related to the school curriculum. Teachers ask the librarian to talk to groups. The class may be one in Personal Regimen where a discussion of reading as a use for leisure time is in the regular course of study. In such a group is emphasized the necessity for a well-balanced reading diet which will broaden the girl's outlook and help her to become acquainted with such far-flung places as Japan, Scotland, India or the Kentucky Mountains. A list will be made especially for a group of this kind. At the teacher's request it may be largely non-fiction, though readable books of both fiction and non-fiction are usually included. As an example, the following titles brought from a teacher the comment that the girls had read most of the books suggested. The list included, among other titles: *A Daughter of the Samurai, Margaret Ogilvy, Quare Women, Quality Street, Dr. Johnson, American Idyll,* and *The Life of Alice Freeman Palmer.* If this unit of work in Personal Regimen classes happens to come toward the end of the second semester, the opportunity is offered to suggest a list of perhaps twenty-five titles as vacation reading.

English teachers also invite the librarian into the classroom to discuss books. Frequently a class gets into something near to a state of rebellion saying that they do not enjoy reading books which are on the required list or for which formal reports must be made. Such an opportunity is not overlooked by the successful teacher who turns Book Report Day into Book Discussion Day. The librarian may tell why some books are good and others are poor, though an informal meeting where students are free to ask questions is liked by the class and is more valuable from the point of view of the librarian. If she is wise, the librarian will visit the class later to hear the students' discussion of books which they have enjoyed. The librarian gains at least two things from attending English classes: she hears the student's point of view and she learns to know individual students and some of their interests. Her opportunity is then to help these same boys and girls when they come to the library by suggesting to them books along the line of their own interests. In this connection I should like to emphasize the importance of visiting the high I Q English classes. In these groups are to be found the unusual readers who might not be discovered as quickly in the library of a large school where hun-

[1] Paper presented before School Libraries Section, A. L. A. Conference, Chicago, Ill., October 21, 1933.

dreds of students come each day. Progressive schools are feeling a definite responsibility to pupils of exceptional intelligence and the librarian must keep pace with school policies in searching out those who have ability. If possible, such contacts as these should be made during the first semester in order that the pupil may realize immediately the opportunities which a high school library affords. Interesting as the work is with the student of exceptional ability, the librarian should be equally willing to spend an occasional period with a class of average or low intelligence which may not be in the least interested in reading. Very often an interest can be aroused when the teacher and the librarian work together in selecting books simple enough for such pupils to enjoy.

Another field of work similar to that outlined above is the occasional opportunity to speak before school clubs, whether it be a talk on purely recreational reading or a more specialized program for a Poetry Club. These extra curricular contacts are also of value because they bring the students and the librarian together outside of the library room itself. While the preparation of talks is time-consuming, it is effort well spent for the librarian who seeks opportunities to make library service reach the entire school.

Students like the informality of Browsing Periods. A twelfth grade English class came to select books of non-fiction for which they were to receive class credit. Although some fifty or sixty suitable books were placed on display racks and tables, students were not limited to these if they preferred to choose other titles. They spent the period in looking over one book after another; some discussed different titles with the English teacher or the librarian before making a selection. Each individual had an opportunity to get advice if he wished it. The aim of the teacher and the librarian in getting students to enjoy a wide variety of books was expressed by one who said:

"I think that period in the library was well spent for there I found books which never would have struck my fancy."

Other comments were:

"The period was very beneficial to me, for it gave me an opportunity to get a number of books and select the one I liked best, something I never have time for otherwise as Journalism and outside activities keep me very busy and take away my study halls and library time."

•

"The period spent in the library did not help me to choose a book for this report as I had already read one two weeks before. However, it helped to arouse my interest in a popular and helpful book called *The Microbe Hunters*."

•

A girl reporting on Beebe's *Pheasant Jungles* said "A good way to travel is to read this book."

Browsing periods especially in connection with the curriculum, might very well be a more general practice in high school libraries.

Too much credit can not be given to those teachers who make it possible for the librarian to cooperate with them in suggesting readable books to their classes and who bring to the attention of the librarian, individuals who need reading guidance.

The high school librarian is, however, not limited to class contacts in her efforts to influence the reading of pupils. The librarian who thinks of the high school library as an ideal place for guiding the reading of students will not overlook the importance of displays and exhibits. The exhibit case in the Main corridor may be assigned for a week's library display. If the Art Department, the Metal Shop and the Home Economics Department display their pottery, spun metal lamps or collar and cuff sets, should not the library have its turn to display illustrated editions and also new and interesting books where all the students of the school may see them? Or, the display may aim to attract the attention of those inside the library room. In our own school where there is a large foreign population, a poster "Russia Today" was displayed together with appropriate books borrowed from the public library. Students were intensely interested and their appreciation was shown by the comment of one boy who said, "I've read the books on Russia, now can't we have a shelf on Germany?" We find the displays are more attractive when we enlist the services of the Poster Club for the necessary posters. It has the advantage of saving both time and work for the library staff and assures attractive posters.

Publicity is a question worthy of longer discussion. May I say in passing that book jackets assembled by subject and lent to classrooms with the slogan "Your Library Has These Books" is an effective means of bringing specific titles to the attention of students who may not come regularly to the library.

Many more schemes for encouraging recreational reading are listed in *The Secondary School Library* by Dr. B. Lamar Johnson. It is interesting to note that of the sixty-two devices reported by thirty-three schools visited for the survey, forty-three were given only once. If one school library finds the following suggestions practical, could not more of us adapt them to our work?

"Post on bulletin board lists of books read and recommended by various pupils."

"Place posters advertising books on bulletin board in Study Hall."

"Notify clubs of new books in which members may be interested."

"Post book lists relating to current plays, operas and lectures."

"Give book talks to home room groups."

In the discussion so far the emphasis has been on the ways in which the librarian may first of all reach the students in the school. In an effort to get them into the library she must seize every possible classroom contact and advertise with displays so that the library may take its place along with all other departments in serving efficiently the school population. Such devices, however, are for the purpose of bringing the individual to the library where the librarian may continue her work of guiding his reading.

The alert librarian soon realizes that every student who talks with her about reading presents an individual problem. Not every boy and girl wants the same quality of book. One boy in particular had at-

tracted my attention by his breadth of reading. He was equally conversant with drama, essays, fiction, biography and science and had recently taken to poetry. In response to my request for titles of science books which he had read for the fun of it, I received the following list: Gregory—*Our Race From Fish To Man*; Kellogg—*Evolution*; Lull—*Organic Evolution*; Henderson—*Prehistoric Man*; Schmucker—*Man's Life On Earth*; Wells—*Science Of Life*. Such a student is getting a fair share of his education within the walls of our school library during his leisure hours. He presents to the librarian, both a problem and an opportunity—an opportunity in that she can suggest to him almost any field of literature; a problem in that at times there seems little new to offer him in the school library.

The type of recreational reading done by a serious student is constantly surprising even to the school librarian. A list from an eleventh grade boy included: Kenworthy—*Peace or War*; Buell—*International Relations*; Chamberlain—*Soviet Russia*. These were in addition to books of drama and science.

The fascination of the librarian's work as reader's adviser comes from the great variety of individual requests. The girl who said "I like *Mill on the Floss* and other books which we study in English and by comparison the books on the reading list seem so poor," needs some one to help her select the more advanced books on the list. Another girl asked to have a special list made for her summer's reading. Checking over with her in the fall I found she had read and enjoyed some twenty books including Johnson's *Andrew Jackson, Maria Chapdelaine, Queen Victoria, Homemaker*, Ibsen's *Plays* and *The Ivory Door*. She later asked for a list to take with her when she graduated. A younger boy received one dollar a week to buy books and frequently asked for suggestions. An Italian boy, sent to the library by his teacher who was also Italian, needed help. The teacher suggested that his greatest need was to get the ideals of America and a knowledge of those who had made a contribution to our country. Each individual brings his own reading problem. The fact that these same boys and girls return again and again for more help indicates that they both need and wish the type of help which we in the high school library are equipped to give. This fact also furnishes the librarian with the chance to build a constructive plan for each with a definite aim of increasing the variety of books which the student can enjoy and thus to share with the other departments of the school in providing for the use of leisure time in years to come.

I should not like to leave the impression that the only type of recreational reading which our students do is limited to science and international relations. Examples which I have given may be somewhat exceptional though each one represents books actually read by our students. The list of a girl which included *Green Mansions, My Antonia, Shadows on the Rock, Cornhuskers*, and a biography of Steinmetz is one which is more recreational in character and at the same time is an example of the breadth of reading which we try to foster.

Illustrations of requests for help could be multiplied from the experience of every school librarian. The practical problem involved when the high school librarian fills the rôle of reader's adviser is:

1. To work closely with teachers
2. To know the individual students and their interests
3. So to administer the library that time can be found for helping the individual with his reading problems.

As a professional class, we school librarians are apt to be so occupied with countless daily requests that we look at our work entirely from the standpoint of the present. Too seldom do we think back to students of other years who also have received that guidance which the high school librarian was well equipped to give. When, by chance, we meet a former student, whether he is a drug store attendant who is reading *The Forsyte Saga* and a book on Einstein, or a college student who is using his vacation for reading along the lines of archeology, we realize that after all we are dealing in lasting values and are creating reading interests which will outlive a pupil's high school days.

"We are all tramps when you come to think of it, unknowing what the day will bring forth, or where we shall sleep the night when it comes. If we can help our neighbours, if we can keep our courage up, if we can do our work well and with all our hearts, so that we forget ourselves in doing it; if we can add to beauty a little, if only by enjoying it; if we can seek peace and ensue it; if we can look upon the face of Mystery and yet feel the Spirit ever moving in this our world of star-shine—we shall do well. Ah! we shall do very well!"

——From *Literature and Life in Candelabra*
By JOHN GALSWORTHY.
Courtesy of Charles Scribner's Sons.

A Librarian Looks At The Rebinding Budget

By MARGARET WINNING

Head, County Department, Public Library of Fort Wayne and Allen County, Indiana

TO BIND or not to bind, that is the question many librarians are asking themselves as they ponder over the curtailed budgets and check up on the fast dwindling cash balances. But if the decision is to bind, then "what" and "where" and "when."

How often the contention is to buy replacements in cheaper reprints instead of rebinding the original book. In the reprints the covers are brighter and the shelves have a better appearance while the books are new, but there are several things to consider here. If a book is to be replaced this means the process of withdrawing the old copy, checking the shelf list for re-orders, and then adding and preparing the new book for circulation. After it is added what is the life of the book in comparison with the rebound book? In most cases the reprint edition is on cheaper paper and not as well made, as it would need be, if sold at such a reasonable price. Thus in a very short time the same process would need to be repeated, especially if the library does much extension work and the book is away from first aid mending for some time. One feature to be considered here, might be the buying of books re-inforced in publishers covers, or buckram bound books. In popular fiction some libraries have found it very profitable to replace with the buckram reprints. The re-inforced books probably are better looking when new, but in a short time the covers are ragged and make a very poor shelf appearance, although the backs and the pages are intact and the books are too good to discard. There are many talking points for the reprint and the rebound book and each has its place in every library.

Many books do not come out in cheaper editions and it seems to be unquestionable but what it would be a saving to rebind rather than replace. With the total budget less, in most cases, than it has been for some time, the rebinding of good popular and usable books would release many more for circulation. To do this the percentage of the repair budget should be increased. An important factor that any business person would consider would be the economy of keeping the present equipment in good running order before extending and expanding.

This problem has had to be faced here in our own library, in the expenditures of the past two years, as well as the working budget for the coming year. Like many other places the funds have been curtailed. These last two years have been a period of re-adjustments, a part of the work going on the momentum of the former years. The coming year promises to be one of holding on with a hope of better times coming. As Allen County has county library service the revenue comes from two sources and two budgets must be followed; one for the city and one for the county department which takes care of the rural extension work. The year 1931 was the last normal year financially, so the comparisons are made with the expenditures for that year. The city budget for the coming year is reduced 23 per cent, while the county is 62 per cent less. With the increased demand for books and reading, the number of volumes needing to be repaired, rebound, or discarded mounts alarmingly fast. After much figuring by the heads of the different departments the book and binding budgets for the coming year were worked out. For the city, with a total loss of 23 per cent, the book budget was reduced by 9 per cent while the binding budget was increased 2 per cent. For the county, with a total loss of 62 per cent, the book budget was reduced 21 per cent while the binding budget was increased 1 per cent.

Aside from the economic feature of rebinding there is the moral and sociological effect upon the readers and general public. What effect would a shelf of ragged, dirty and flimsy books have upon the student, the general reader or the child? Some one coming into the library for definite and direct information and being referred to a number of dilapidated books would wonder about the authenticity and reliableness of that information. He would go away with a feeling that there might be later data somewhere else. Most people enjoy handling and reading clean, solid backed books, with all the pages intact, whether they are reading for a fixed purpose or for informal recreation. Another big factor is the instilling into all, especially the younger readers, a general respect for books and public property as a whole. A badly torn book might just as well receive a few more tears before it is returned. No respect can be had for anyone, or anything, that does not demand it.

It seems to me it is necessary for every library to rebind as much of its book stock as financially possible. Yet it would not be practical to rebind everything. The sorting and weeding out a bindery order should not be done at the end of a hard day but the task should be tackled with a clear head. There are many questions to be settled in deciding what should be sent and what should be discarded. One big item to consider is the necessity of the book for the library, also, whether a newer and later edition could better take its place, or, if the book is physically able to be rebound. It would be foolish to spend even sixty or seventy cents to rebind a useless book, much better to put that amount to the purchase of something else. In scientific, business and reference books it is essential to have the latest information on all subjects. Here much more dis-

cretion must be used, with probably much less rebinding in these classes. Librarians often are at a loss to know whether a book can be rebound profitably; whether the paper is of the right texture; whether the margins are wide enough to allow easy opening; whether the book in general is too worn to warrant the charge. These points are learned to our sorrow very often. It would be less expensive to hold back samples of such questions and ask the representatives of the different companies as they make their periodic visits to the library.

In recent years the business competition extended into the binding field, as everywhere else. Each company claimed to have some special feature that was better than any other. I have heard it said that "a librarian will accept any kind of binding." Will we? If this is true it is time we were learning more about this subject and know actually what we are paying for.

In deciding where our books are to be rebound we think of the quality of work done; the price question has been taken out of our hands by the N.R.A. Do the books have a good appearance? Is there a good color selection so that the shelves will not look institutional? Is the marking and lettering the style we like to see on our shelves? The flexibility of a rebound book adds much to its acceptability. If the stitching is so tight that a reader must use force to open far enough to read, the center sections invariably pop out and the book is lost. The way the back is put on means much to the life of a book, as well as the method of stitching and the materials used. I think we will find that the bindery companies will be glad to tell us about these things, if we but ask them.

Transportation is another thing to be considered in the sending of a bindery order. In some libraries where there is not a separate shipping department, it is often a real task to get the books packed and off. If the transportation charges are to be paid by the library, even one way, this is an item to be considered. Recently, two Chicago binderies, Ernst Hertzberg and Sons and The Edwin Allen Company, have instituted a new service which has a possibility of being a service all around. Regular routes have been laid out in a certain radius of the plants and a truck makes periodic calls at the libraries, picking up anything to be sent, and bringing the books back on the next trip. This means less work for the libraries and when there is a limited staff the books can be sent oftener and not be off the shelves so long. Also the doubtful books can be discussed with the representative and special instructions, if any, can be given first hand. The pick-up plan may settle the questions of some libraries as to how often books are to be sent to the bindery.

In checking crippled books we often ask ourselves whether we should try to mend and save the binding cost. Here expert advice on a few samples would help. In lack of this advice we must consider the importance of the book and whether our mending would ruin it for future binding. Every one cannot mend, even though it may look easy, and a bungled job of mending is sometimes worse than a worn out book. We all feel the necessity of saving at every turn but some times we need to look around that turn to see if we are not practicing false economy. Our time has a certain value and it would not be a saving of money to do something poorly when we could be doing something of greater importance if we left the rebuilding of books for those who know how.

Bluebirds

Against the heaven's blue by right of birth,
Bright lovely things, you reach the distant heights,
Soaring above the sordid things of earth,
Returning after calm, exultant flights
To rest perhaps in tops of leafy trees
Or calmly drink from shallow flowing stream;
Darting into its freshness at your ease
To flirt the cool drops through your coat, and preen.
So my soul flies to great heights that abound,
And mingles with the vast and azure depths,
Is cleansed through humble roaming on His ground
By healing springs the spirit oft accepts,
And knows no other place such solace brings.
Bluebirds, you taught me how to find my wings.

——From *Colored Leaves*
By AMY WOODWARD
Courtesy of The Caxton Printers, Ltd.

Recent Aids To Inter-Racial Service

By MARY B. McLELLAN

In Charge of Inter-Racial Service, Hartford, Conn., Public Library

THE REFERENCE LIBRARIAN believes that her work is broader than that of any other department of the library because it carries her into all fields of knowledge. Perhaps she is right, but work for the foreign born is a close second in its scope.

This work calls for the continuation of the study of foreign languages, history and literature; also present conditions, social, cultural, economic and political, in foreign countries. Arts and crafts and pictures of these countries, also translations from and into English claim attention. A knowledge of immigration and naturalization, past and present is desirable. The worker for the foreign born tries to inform herself on the contributions of immigrants to American life and on the foreign born population of her own community, their localities, social life and problems. In the pursuit of this knowledge, she hopes thereby to make a better selection of books and to render better service to her foreign born patrons.

Small public libraries because of their limitations rarely can attempt inter-racial service and the large ones usually have plenty of tools and trained service. Therefore in suggesting aids for this work, the medium size library has been kept most in mind.

Through a period of many years various numbers of THE LIBRARY JOURNAL have been a source of help, but this magazine is so well known and subscribed to by so many libraries, that references to definite articles seem unnecessary. Another important periodical is *Books Abroad*, published quarterly by the University of Oklahoma Press at $2. a year. Other periodicals mentioned hereafter are the best of the rest in English that include customs, costumes and literature of foreign countries, also two that can be obtained free and the back numbers clipped for pictures.

The periodical articles are the most important of the recent ones, but others can be found through the *Readers' Guide to Periodical Literature* under the subject headings: Aliens; Aliens, Registration of; Americanization; Citizenship; Deportation; Ellis Island; Immigrants in the United States; Immigration and Emigration, U. S.; Libraries and Foreign Population; U. S. Foreign Population; Italian Language; Italian Literature; Italians in the United States; and similar subject headings for other nationalities.

Critical magazines and bibliographies, both in foreign languages, may be too expensive at the present time, and also too inclusive and detailed. The same may be true of the Interpreter Releases published by the Foreign Language Information Service at $10. a year. However, one of the recent Interpreter Release Clip Sheets should be mentioned. It is v. 10, no. 18, Administration of the Immigration and Naturalization Laws Under the New Deal, which is an address delivered October 25, 1933, by Col. D. W. McCormack, Commissioner of Immigration and Naturalization.

A library worker desiring help for any department naturally turns to the publications of the American Library Association, and therefore specific references to them are not made. The well known federal public documents that continue to be useful are recent reports and publications of the U. S. Immigration and Naturalization Service, and the Fifteenth Census of the U. S.: 1930; Population, v. 3, published by the U. S. Census Bureau. Another useful federal pamphlet is "The Promotion of Tourist Travel by Foreign Countries," by H. M. Bralter, being Trade Promotion Series no. 113, published by the U. S. Bureau of Foreign and Domestic Commerce. This pamphlet, procurable from the U. S. Supt. of Documents for 10¢, gives sources of maps, posters and pamphlets about countries abroad.

Individual titles of books for direct use by the foreign born are not included because such good lists of easy English and foreign language books, and of material on naturalization have appeared in the *Booklist* and other A. L. A. publications, also in the New York Public Library *Branch Library Book News*, and in the bulletins and leaflets issued by the public libraries of Boston, Providence, Cleveland, Los Angeles and other large cities. In general, books for study of foreign languages, and on description and history of foreign countries useful to the library worker, are not mentioned, because they are so many and so easily discovered. However, a few of these that have sections on literature have been noted.

In addition to the aids already enumerated, the following list aims to include most of the rest of the material in English, appearing in the United States from 1930 to date, which will be helpful to those in charge of inter-racial service in medium size public libraries. Even within its self-imposed limitations, no claims are made for completeness, but hopes are held that the list may be useful. The most generally useful items are starred.

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Services

Casa Italiana, Columbia University. Bureau of information for Americans on Italy & Italians on America
Foreign Language Information Service, 222 Fourth Avenue, New York City
French Book Club, 441 Lexington Avenue, N. Y. City. 10 v. chosen by committee of experts. $10.
International Migration Service, 122 E. 2d St., New York City
Italian Book of the Month Club, Casa Italiana, Columbia University. 10 v. chosen by committee of experts. $10.

"Possession is sending downtown, as one woman is said to have done, for three yards of good books in brown bindings to match the furniture; ownership is saying with Fenelon, "If the crowns of all the kingdoms in Europe were laid down at my feet in exchange for my love of reading, I would spurn them all." Possession is having a morocco-bound copy of Wordsworth that you never look at; ownership is having Wordsworth, it may be in paper covers, a source of inextinguishable delight. Possession is having a house; ownership is spiritual. A man may possess millions and own nothing. How much a man owns depends on the height and breadth and depth of his mind and soul."

—From *Twelve Tests of Character*
By HARRY EMERSON FOSDICK
Courtesy of Harper and Bros.

A Dramatic Moment?[1]

By HELEN G. STEWART

Director, Carnegie Demonstration, New Westminster, British Columbia

YOUR PRESIDENT has emphasized the strategic importance of the present crisis from the standpoint of increased opportunities of library service. I should like to stress its value in the matter of stock-taking or re-evaluation.

There is a dramatic element in every crisis which puts a sharper edge on vision. And in real drama this rises to a climax—not necessarily in the central catastrophe itself nor in the culminating joy—but in the moment of revelation during which the actor standing poised in the present, sees in one illuminating flash, the long line of past events leading up to the crisis, and at the same time, the future consequences likely to issue from it. It is a miniature judgment day in which cause and effect join to give a new philosophy of life—a new point of departure for subsequent action.

I am not at all sure that such a dramatic moment has arrived in our library affairs. Our present discomforts may mean no more in the long run than a damp and sodden day, or an untimely attack of flu. But I rather suspect they hold in them possibilities for clearer understanding and a surer philosophy to guide us in the next decade.

The library of today with its highly efficient organization, its far-reaching programs, its multifarious activities is a very different affair from the modest institution launched less than a century ago to provide "good reading" for all the people. And its very growth and expansion are part proof of its endeavor to keep abreast of the times. Yet in spite of its efforts I doubt if it has been any more successful than the economic world in which it has its being in really interpreting the changing times in which we live and adapting its program to its needs, or that it has managed better than the others to substitute for the prevailing cry of "back to normal," a formula of preparation for another day.

Take three ways and three only, in which the world of today differs radically from that of a century ago, and think back to see how far we have re-aligned policy or principle to meet the new situation: (1) The changing attitude toward knowledge and intellectual activity in general; (2) The expansion of the whole field of reading; (3) The emerging conception of the Public.

When libraries first opened their doors to all and sundry, a hierarchy of intellect was a recognized feature of society. True it did not always function according to theory, but men and women with special aptitude or special opportunity for acquiring knowledge and for mental effort held recognized places of leadership in the community and formed an aristocracy of intelligence.

Their task as leaders was simplified by the fact that custom and tradition provided standards and values by which to measure a vast number of human actions. People might break loose from convention, or flout it as the blasphemer does religion. But the whole zest in rebellion in either case, lies in the existence of a recognized authority to defy.

Finally, although the percentage of actual illiteracy in the early nineteenth century was much higher than now, the value of a rational approach to both ordinary and extraordinary problems of life seemed almost as uncontrovertible as the values of faith in religion.

The early libraries took these principles for granted and built up their plan of service accordingly. And they are still written into our present scheme of things.

Yet in the social life of our own day, what intellectual power there may be available (and it exists in plenty) has certainly little of the hierarchy about it and even less of the aristocratic. If it becomes associated with leadership, it does so more by chance than anything else, and covertly. Values rise and fall like the stock markets, and standards as in the economic world shift from gold to silver and back again, or follow the Einsteinian principle of application only in relation to some particular person, time and place. And what is even more disconcerting, the rationalistic point of view seems to be discarded and discredited on all hands. Pragmatism emphasizes the irrational in philosophy, and psychoanalysis in action, and instead of looking for leadership to the clearest thinker or the sanest reasoner, we are only too apt to follow close on the heels of the best advertiser, the most vociferous orator, the man with the greatest force back of his elbow.

Again, when the public library idea was launched, reading was a somewhat specialized art, cultivated by the few whose tasks or interests led them to pursue knowledge or to gain pleasure in this way. Now, it is, or is fast becoming, a universal language. A century ago, the reader almost always had something of the student or the connoisseur about him, and could be relied upon within certain limits to find his own way about in a library. Today with the whole world turned "literate," ability to recognize printed words has often little or no relation to the ability to use books, and astonishingly few of those who crowd our corridors, have ever learned to really read at all.

In the meantime, quantity production greatly complicates the problem of choice for even the most sophisticated. The vast increase in the field of recorded knowledge, the ramifications of subject

[1] Paper presented at opening session of Pacific Northwest Library Association, May 29, 1933.

matter, and the ever growing specialization in everything under the sun, make increasingly greater demands on intelligence and discrimination. This, of course, places on the library a heavier responsibility in the way of leadership than ever before.

But perhaps the most radical change in social conditions affecting the library situation, has taken place in the relation of institutions to the public they serve. In the older theories of democracy, there was little understanding of the nature of the Public as such. The *laissez faire* doctrine based on individualism held that, granted free and equal opportunity, men could be trusted, in the main, to choose the best. A library, then, which collected "good" books, made them available, and threw its doors wide open, had gone far toward discharging its obligations. A realization that a number of democratically minded individuals grouped together was as likely as not to develop into a mob, with a mob's reactions and irrationalities, came with experience, and brought the demagogue and boss into prominence. State action and control followed as an expression of the will of the people. But it is only in the last few years that a well-rounded conception of the functions of an organized public has made itself known. The tendency now is for the citizens of a progressive community to delegate authority to this specialist or group of specialists or that, to organize and maintain institutions for corporate service. And it is the business of the expert to discover specific needs—not only of individuals as such, but in relation to community development as a whole. He must analyze them, interpret them, translate them into terms of books and printed material, and then set up a system which will serve these needs effectively and economically. There is a far cry between this conception and the benevolent paternalism of an earlier day, or indeed the partly autocratic, partly subservient attitude which characterizes some of our present service. We call ourselves a profession now, but there is not a training school in the land which gives the professional preparation for work of this kind. Present attempts to find out reading interests, to analyze reading reactions, and to discover sociological or psychological standards of measurement, crude as most of them are, at least seem to be leading in the right direction. In any event, they show some realization of a wide field of effort opening out before us.

And it is just such a realization on a larger, clearer scale, which we may hope for from the flash of revelation vouchsafed us in our dramatic moment if we reach such heights—a knowledge built out of our own experience which will enable us to embark on a solution to our present problems, not by any retrogressive road back to an old state of affairs but along a different path and with added strength to seek out a service to meet the needs of a new day.

John G. White Collection
Cleveland Public Library

Beyond your Northern window lies the lake,
There where the red, fantastic suns have set . . . .
Against whose shore the wavelets softly break
And lull the men who come there to forget.

•

These are things immemorial that must
Endure beyond our span of paltry days . . .
Claim yet a closer kinship with the dust—
Rejoice in that their hidden glory stays.
The stranger words these hoarded volumes hold,
Have stirred the heart of some more ancient sage;
About them is the glow of tarnished gold—
A glamour lights the wonder of each page . . . .
And still within the reach of grasping hand,
In silent rows the ivory chessmen stand . . . .

——James Liotta

THE
LIBRARY JOURNAL

April 1, 1934

Editorial Forum

The Talking Book

THE MOST SWEEPING INVENTION IN BEHALF OF the blind, since the introduction of Braille one hundred years ago, is the Talking Book. Back of this invention are years of research on the problem of making books available to the blind. As early as 1925, Mr. Robert B. Irwin, Executive Director of the American Foundation for the Blind, had the dream of opening the doors of literature to the countless thousands of blind people who cannot read through touch. Three-fourths of the total number who became blind too late in life to master the method or who, for other reasons, find themselves unable to use the touch method will now be given undreamed of independence.

The perfected Talking Book is a combination electric phonograph and radio set entirely contained in a single unit, so that, when closed, it may be carried as in a suitcase. Slowing down of the speed of the phonograph turn-table to thirty-three revolutions per minute, close recording, exactness in reproduction, and nicety of control enables the recording of a much greater amount of material on a 12-inch record than has previously been possible on an ordinary record recording at a turn-table speed of seventy-eight revolutions per minute. An average novel, running between 70,000 and 90,000 words, can be recorded on between ten and twelve double-face records. Records may be played for eighteen minutes on each side, giving the listener between 175 and 200 words per minute, so that books can be listened to in as brief a time as it would ordinarily take to read them aloud. Various controls allow for an adjustment in speed of reading and in tone and volume, giving the listener an opportunity to alter the sound to suit his personal requirements.

The Library of Congress plans to establish Talking Book libraries in connection with the present twenty-four Braille libraries for the blind throughout the United States. The first record will be released in April and by late June a considerable number will be available for borrowing just as are Braille books.

Much credit is due the American Foundation for the Blind, through whose research this instrument has been developed, for thus making available the great masterpieces of literature to thousands of blind people and it is to be hoped that the selection of books to be recorded will include not only those of a scientific or historical nature but also many of general appeal to the rank and file.

Continuing Reading Activity

THE INCREASING INTEREST IN THE TECHNIQUES of adult education receives new impulse from an interpretation of population tendencies such as that which was printed in the New York *Times* of March 18. This study prophesies that the present improvement in health conditions extending the life span of both men and women is likely to continue, while the decrease in the birth rate holds down the number of children to approximately the present level.

According to the chart which the *Times* has worked out, the tendency of our population in the next fifty years will be toward a much older average population than has been the case in the previous fifty years. So many more people will live into their fifties, sixties and seventies that it will be all the more important for the public to be confirmed in the habit of continuing education. Imbuing adults with an interest in reading has been the library's work for years, but adult education as a concerted movement linked with other educational movements to change the whole attitude of the public toward the importance of continuing reading activity is a recent development, and its significance becomes more and more evident.

Today when science, economics and other subjects of current interest are changing overnight it is not enough that we should plan our educational programs to give the children the impact of the new ideas. These new ideas must pass rapidly out among all thinking citizens, and only by wider distribution and use of books can this be adequately done or even attempted.

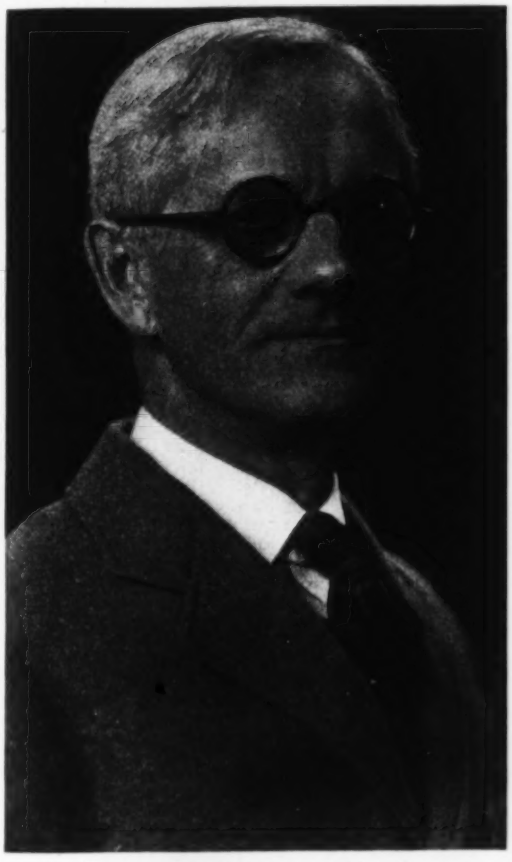
It is pleasant to hold out the promise to our children that they will be much more likely to live to be seventy than their fathers or grandfathers were, but it should also be gratifying to be able to assure ourselves that our own extra years will be alert and fruitful because of books made easily available.

Forthcoming Issues

LAST OCTOBER we announced that an article concerning the investigations carried out by the Chicago Graduate Library School would be prepared later in the year by Dr. Louis R. Wilson. This article, entitled "Research in Progress in Library Science", will be published in the April 15 issue as the leading article. Other articles scheduled for this number include: "The Book Binder Looks at the Library", by W. Elmo Reavis, President, Pacific Library Binding Company, Los Angeles, California; "Reader, Know Thyself!", by Dr. N. Roubakine, Director of the Biblio-Psychological Institute at Lausanne, Switzerland; and "Post-Victorian, Some Schemes for Reference of Contemporary Literature", by William S. Ament, Professor of English, Scripps College, Claremont, California.

Librarian Authors

JAMES THAYER GEROULD, librarian of Princeton University Library since 1920, was born at Gofftstown, New Hampshire. He prepared for college at Cushing Academy, Ashburnham, Massachusetts, and graduated from Dartmouth in



James Thayer Gerould

1895. The year following he became assistant librarian at the General Theological Seminary and, after one year in this position, went to Columbia University Library as head of the Serials Department. In 1900 he went to the University of Missouri as librarian and in 1906 to the University of Minnesota as librarian, where he remained until 1920 when he accepted his present position.

During Mr. Gerould's years at Columbia University he took up residence at the University Settlement. Later he was a member of the Board of Directors of Associated Charities, Minneapolis, for about ten years, of the Wells Memorial Settlement, and the Council of Social Agencies, as well as first President of the Public Health Council. In April 1917 he was asked by the American Red Cross to organize chapters in the State of Minnesota. On the organization of the Northern Division of the American Red Cross, he became head of the Bureau of Chapter organization, and later assistant manager of the Division. He was in service until March 1919.

He is author of a *Bibliography of Dartmouth College and Hanover, N. H.*, 1894, *Sources of English History of the Seventeenth Century in the University of Minnesota Library*, 1921 and *The College Library Building: Its Planning and Equipment*, 1932. From July 1926 until May 1933 he was one of the History Associates of *Current History Magazine*, contributing a monthly article interpretative of various phases of international affairs. He is a member of the Bibliographical Society of America and a Fellow of the American Library Institute. In June 1932 he was awarded the degree of Litt. D. by Dartmouth College. He was a member of the committee which was responsible for the production of the *Union List of Serials* and acted as chairman of the committees which had in charge the compilation of the *List of Serial Publications of Foreign Governments* and the *Union List of Newspaper Files*.

Books Soon to be Reviewed

Bennett, Wilma. *Student Library Assistant*. H. W. Wilson Co.

A workbook, bibliography and manual of suggestions.
(Reviewer—Josephine K. Dillon)

Bibliothèques Populaires et Loisirs Ouvriers. Issued by Institute of Intellectual Cooperation. World Peace Foundation (Sole American Agents).

(Reviewer Nelson McCombs)

Clarke, A. L. *Manual of Practical Indexing*. Gratton & Co.

Including arrangement of subject catalogs.
(Reviewer—Elizabeth J. Sherwood)

Duffus, R. L. *Our Starving Libraries*. Houghton Mifflin.

Incisive study of the effects of the depression on our public libraries.
(Reviewer Clarence E. Sherman)

Hill, Frank P. *American Plays Printed 1714–1830*. Stanford Univ. Press.

Bibliography of plays known to have been written and published by American authors, foreign authors living in America and American authors living abroad.
(Reviewer—Clarence S. Brigham)

McCrum, B. R. *An Estimate of Standards for a College Library*. Washington and Lee University.

(Reviewer C. H. Brown)

Van Patten, Nathan. *An Index to Bibliographies and Bibliographical Contributions*. Stanford Univ. Press.

To facilitate acquisition of information reprinted or manuscript work of authors, and data about writing, printing, etc., of an author's books.

The Open Round Table

This Department is open for discussion on all library affairs

School Library Article Defended

IN THE LIBRARY JOURNAL for February 1 appeared several articles in answer to our paper, "The Taxpayer and Reading for Young People," which appeared in the January 1 number. We do not wish to enter into controversy, but do wish to clear up several misapprehensions under which the writers of these articles seem to labor.

Mr. Frank L. Tolman states: "The battle between school and public library seems to be on again. Every so often a fresh campaign or skirmish occurs." Mr. C. G. Leland states: "The menace of school libraries to the nation has again been discovered. . . . Since 1903 these attacks have been periodic and harmless. . . ." It is true much has been written about school libraries based on the assumption that they are necessary. We wonder how much there is in print from the public library standpoint. The profession surely is open-minded enough to hear differing opinions and surely these discussions can be made in good spirit.

We received twenty four letters on the paper. A number of the writers commented on the fact that nothing of the kind had appeared previously in print. The letters came from chief librarians in large cities and smaller places, library schools, county librarians, teachers' colleges, directors, work with children, state universities and, believe it or not, a most approving statement from a county superintendent of schools. It may be interesting to note that only one of these writers disapproved our position.

Several of the writers in THE LIBRARY JOURNAL for February 1 made the statement that we disapproved high school libraries. Miss Fargo and Miss Carpenter for instance say in their opening paragraph: "Misses Clark and Latimer object to such (school) libraries. And they object to them not only in elementary and junior high schools, such as are in Washington, D. C., served by traveling collections from the Public Library, but also in high schools, judging by the constant use in their article of inclusive terminology and repeated reference to data gathered from the high school field." As a matter of fact we carefully excepted high school libraries from our recommendations when we said: "The cost of service in each case includes elementary and junior high schools only, since the schools in Washington, as elsewhere, have libraries in high schools." We thought that was clear. In speaking of the training situation we did use figures for high schools in several cases. We believed that was fair since we knew, as Miss Fargo and Miss Carpenter point out in their reply, that the situation would be as bad or worse in elementary and junior high schools for which type there seems to be little data.

We did not secure our cost data from high school figures as Misses Fargo and Carpenter indicated when they said: "As far as we are able to ascertain from the context, this figure, however arrived at, was derived chiefly from high school library data which may or may not apply." We based our costs for school libraries on Miss Fargo's books and Miss Eaton's article. We knew, as do they, that there are few exact data on this point. On the salary question particular attention is called to their references to the 1928 report of the American Library Association Committee on Salaries. In this report the salary range for junior and senior high schools is $1632.-$2421. In Miss Eaton's conclusions, based on actual figures received from a number of schools in answer to a questionnaire, she shows the salaries in libraries under school board control were:

Minima	Maxima
$1200.-$1800.	$1750.-$4000.
Median $1600.	Median $3000.

Miss Eaton does not indicate that these were high school figures but figures for the school systems. For the salary in our study we used $1800. for the librarian's salary. In the light of the above this seemed to us an understatement. The cost of necessary equipment per pupil such as tables, chairs, desks, shelving, etc., shown in Miss Fargo's study, would not vary appreciably whether the library were senior or junior high or elementary. She does not specify which she is describing. The average cost per juvenile book, in any given year, we have in our files, as also the pupil load per school, so that book costs offered no problem. None of the respondents indicated that our cost data were excessive though they must have a pretty fair knowledge of such costs. We gave figures for the Washington Library that were exactly correct.

We find it hard to understand the table of costs of "three highly developed high school libraries" furnished by the Board of Education in Spokane and quoted by Misses Fargo and Carpenter. Here is shown a cost per pupil of .50 cents for books *and expenses*. Yet on page 396 of Miss Fargo's book, *The Library in the School*, she states: "On the basis of this rise in prices (from 1917) the estimate for the book fund should be increased to approximately $1.50 per year per pupil." If $1.50 is necessary for books alone how does .50 cents for books and expenses make highly developed high school libraries?

Miss Fargo and Miss Carpenter state: "One thing that should be definitely noted in the plan advocated by Misses Clark and Latimer is the major emphasis placed upon recreational reading, which, valuable as it is, constitutes only a part of the reading done in the school library. In the school there is a continuous demand for many content books and visual materials needed at once in connection with problems to be solved and projects to be worked out."

We wonder just how they arrived at this conclusion about major emphasis. We definitely stated that we have for many years supplied books of a supplementary nature to fit the needs of the class as indicated by the teacher and that the Washington Library is aiding in the establishment of reference collections in each school building. We did say we do not supply text books. We also said we supply recreational reading. But we do not look on non-factual reading as "a garnish of child leisure." We count it a necessity for any fullness of life.

The two writers say of the classroom plan described by us and the library in the school plan: "Obviously the second costs more than the first, and should do so, for the taxpayer is getting vastly more for his money." Remembering conditions in children's reading before children's rooms in public libraries were established, it is by no means proved, but is an assumption, that the development of the child will be advanced by school controlled reading.

Something of what may happen again is indicated by Mr. Frank L. Tolman: "Governor Clinton was a champion of public libraries but he believed the school should control and administer these adult free libraries and for some sixty years, or until the coming of Melvil Dewey, the public libraries of New York State were for the most part mere adjuncts to the 12,000 or more schools of the State. The plan after a remarkable early success, failed simply because the public libraries were necessarily very minor interests in the minds of school men and school trustees."

We are confused by our respondents' thesis on the patronage accruing to the public library from the nearby school library. In speaking of New York City conditions, which one of them found typical of the country from New York to California, they say: "In New York City at least half a dozen branches are known to have experienced an increased demand for children's books with the inauguration of school libraries. Many public libraries are overwhelmed with the demands created."

But on the same page the authors say of this school created reference demand: "The New York Public Library authorities appealed to the schools urging that school libraries be built up to take care of this demand."

"At this point our heads begin to whirl."

We think it a pity that the replies to our article were based almost entirely on conditions in New York City. The financial state of New York City makes it a poor example.

Miss Fargo and Miss Carpenter say: "A point worthy of great emphasis in the consideration of a library in the school, and one that we have already mentioned, is the fact that practically every child is reached." But they are only reached once or twice a week (according to the school librarians' data) while in the plan we propose the child is exposed to especially selected books every school day, all day, with the potent influence of the teacher behind the books. As Miss Fargo points out in *Leads*, No. 10, September 1933, published by the American Library Association: "After all, it is the teacher who sees Seventeen every day, who knows his interests, his limitations, and his mental age period."

And speaking of little John Henry who wants a picture of a balloon, they say: "Nor, incidentally, can he get what he wants when he wants it from the public library, for that is a mile away." It is illuminating that school librarians in their literature so frequently place the public library a mile or two miles from the child, with the school carefully tucked away on a safe nearby side street as the contrast. But with the traffic conditions of today, one wonders how many children reach the safe school without crossing a boulevard. Is it safer going to school, when the distances are equal, than to the library? Or are most children going to remain safely at home on their return from school?

And to return to John Henry, it is not psychologically sound to create in him an unwillingness to make a little effort to get the balloon picture for which he is pining, and it is not good for John Henry, if he is to be grown up in a grown up world, to feel that he can "get what he wants when he wants it." Furthermore it is prohibitively expensive to provide in every school library whatever John Henry's fancy may call for.

As a matter of fact whatever the disposition of the taxpayer may be to this question of children's reading, it is true now, and probably will be for years to come, that he is forced to economy in all sorts of local activities, even those which he most favors. An example of the gravity of the situation is a conference called in Washington by the Commissioner of Education since our article was written. At this conference various national authorities spoke on the conference subject, the deplorable condition of text books throughout the country. One speaker stated she came from one of the wealthiest districts in the United States and that in her district the schools were using text books fifteen years old, without backs and most unsanitary. While Miss Fargo and Miss Carpenter will not let us use the word "collateral" in connection with the school library (though Webster would) it does seem that the schools will have to consider the text book as less collateral than the school library.

We stand on our paper as written and still think it of utmost importance that states, counties and municipalities study exhaustively the question, how with the money available now or in the possible future this money may be so expended that the children receive the greatest development. This study should be made in a non-partisan manner based on a survey of school controlled and public library controlled children's reading. It should not be decided on unsupported assumptions or sentimentality. In the hope of advancing such study we wrote our paper.

We might add for the consideration of the taxpayer a caution as to the wisdom of the public school undertaking the functions of other professions, notably recreation, librarianship and medicine. Depth, and not spread, seems to be the crying need of the moment both from the standpoint of results and economy. "If this be treason——".

——CHARLOTTE H. CLARK,
Supervisor, Work with Schools
LOUISE P. LATIMER,
Director, Work with Children,
Washington, D. C., Public Library

More School Libraries Needed

WHEN AUTHORITIES like Miss Fargo, Miss Latimer and Dr. Tolman express their opinions on a certain topic it seems almost sacrilegious for one poor layman to venture in. However, my experiences in public library work and school library work may help to make this subject clearer. Through working in a public library which did exceptionally good work with the schools and in a school system that is trying to give adequate library service to the elementary schools I feel confident that the service through the school libraries is far superior to that given by the public library.

First, in regard to the High School and Junior High School libraries, I firmly believe they have come to stay. There seems to be little doubt in the minds of the school authorities about their benefit to the school system. No public library in any normal sized city could supply ten to twenty-five copies of one book and keep each book in circulation every hour of the day. The reserve system in an educational library is peculiar to that type of library and a public library could no more manage it than they could a college library. There is no competition with the children's room of the public library for most of the pupils in the higher schools are given adult service in the public libraries. We are far from the saturation point in books and everywhere we could use more, if we could get them. If the public library is willing to supplement the school collection, we are only too glad to welcome that service.

But when we come to elementary school libraries, Miss Latimer's article struck the utmost despair into the hearts of us who are exerting every effort to build these libraries in these days of depression. And we see so clearly the need of elementary school libraries. In one city a Junior High School librarian in a section where the children had had few books during their elementary school years remarked: "But, these children do not know how to use books; they don't even know enough to look at the index; and even when you find the material for them, they can't read it." In another section of the same city where the parents have been interested enough to aid a school library out of Parent-Teachers funds the children in the fifth and sixth grades are reading Junior High School books and from the first grade up they demand books and more books. These children thoroughly enjoy reading and discussing books because they have had library visits as a natural part of their school curriculum. When they go to Junior High School they are right at home in the library and are able to use it to the fullest extent.

Now, can the public library give this service? This has been my experience in two cities of a hundred thousand or over. In the first where the public library was giving the service, each class in every school in the city visited the library at least once a year, at the most four times. The children were told a story, given some information regarding the shelving and charging of books, encouraged to take out borrower's cards, and invited to come again as individuals. Some of the children came and were ardent users of the library. Some could not come because their parents would not let them come so far alone, especially if the library or its branch was situated on the opposite side of a dangerous thoroughfare; other children lost their cards and were afraid to come back; others took a few books and then decided it was just too much trouble. The children in the immediate neighborhood learned how to use the library, but those too far away just forgot about it. This library allows a teacher to borrow twenty-five books for six weeks to use in her classroom and that is a valuable service, but the books are in no way related to the subject they are studying in class. She may send for books on her subject, but the library is not analyzed carefully enough to give

her more than five or six suitable books for her grade. Considering the number of children who in this way come in contact with the library and the number of books distributed, the library seems to be giving good service to the schools; but compare that service with that rendered by a school library in the school system.

In the second city, although each elementary school does not have a library room, there is one central library that tries to serve them all. I say "try" most emphatically for that is all we can do now with the few books we have and the strong prejudice against libraries in the elementary schools. This is the way the system works—every book, or list, or magazine article that can be found dealing with a subject or unit studied in the grades is listed on a card and placed in a bibliography file. Each book is analyzed most carefully for any bit of material on subjects such as China, Light, Iroquois Indians, Shelter, Aztecs, Middle Ages, Spanish Trail, Masks, Stained Glass, Papermaking, Industries, etc. The list is endless and each day brings new subjects that the teachers request. Besides just listing this material we try to grade it so that we may know whether it is suitable for a fourth or seventh grade. When a teacher requests material on China, for example, we pull the bibliography card, collect what books we have in our library and send her to the public library to get the rest. Public libraries could not give this service because their books are not so carefully analyzed and they do not keep in close enough touch with the schools to know procedures and methods. School libraries try to make fiction serve the purpose of entertainment and instruction—no light fiction should be purchased, but Spyri's *Heidi* is an interesting story and gives the atmosphere of Switzerland. Kyle's *The Apprentice of Florence* would be a good school library book because it is a good story, has material for the study of the middle ages and also for Italy. If a school has a library of its own, the teacher first draws the material there, and also has the use of the encyclopedias and reference books that would be there. It would be impossible to provide each room with a set of the *World Book*, and public libraries will not loan theirs, so most of the schools just go without. It is hardly fair to let some children in one district have the advantage of books and those in another be barred. With a good central system taking charge of the libraries in the elementary school and circulating books from one school to another, with a system of charging such as was outlined in the *Wilson Bulletin* for October 1933, books could be brought to the children in the schools, the children would learn how to use the library, and the cost to the taxpayer would be little more than is now spent on textbooks for with library instruction and the care of books stressed the children would be more careful of their textbooks and they would last longer.

Since the article by Miss Latimer and Miss Clark was given such wide circulation it is only fair that the readers of *School Management, School and Society* and any other periodical that called attention to it should reprint something on the other side of the question. *School Management* summarized the article in nine points which can easily be answered by those who know the elementary school library situation:

1. If the public library in any city wishes to supply 4000 or 5000 books a year for a school of 1000 pupils, school librarians would certainly welcome the service. So far, we see no chance of having too many books. There is still the problem of relation to units, however. It is quality, not quantity that counts.

2. Just as there is a difference between children's librarians and teacher-librarians, so is there a difference between teacher-librarians and school librarians. The school librarian is a person trained to render library service to the schools; she is not a teacher. She is just as well trained in the cultural, social and individual value of reading as a regular children's librarian, only her training includes the relation of books to the school curriculum.

3. No one experiments more than school librarians. They are making every attempt in these days of depression to find reading material for children at the lowest cost. They are in close touch with the research work in reading conducted by the education department and also in close touch with the children to do the experimenting.

4. If the school library budgets are cut, so are the public. There is no argument there. If the school turns to the public library for more help in days like these there should be no sense of competition. We can always use the books we have, if the selection is good. This is a good time to sort the tares from the wheat. Some schools are using discarded readers of ancient vintage as library books because they cannot have real library books and are too far away from any public library to borrow any other books. The principals insist that those books should not be discarded; can a public library do anything about it? But an elementary library system supported by the education department can gradually substitute the good books and the old ones will be discarded for lack of space. Otherwise, those same old books will be on the shelves in the schools fifty years from now, for the children will not read them. It just gives the appearance of a large classroom library. Only an elementary school trained librarian can eliminate the quantity instead of quality prevalent in so many schools; this condition has existed before elementary school libraries were ever heard of.

5. Children borrow books for home use from a school library just as they do from a public library. It is only books borrowed from the public library that the teachers sometimes refuse to allow the children to borrow because they are afraid of losing them. If the children use the public libraries Saturdays and holidays, we are delighted. The books are given enough use during the school period to make up for the summer vacation. There seems to be no protest against purchasing textbooks because they will not be used in the summer time!

6. If a child accustoms himself to school library procedure, he is at home in any library. It is part of the school library instruction to introduce the children to the public library and encourage his use of it.

7. The graduates of library schools, if they are capable of becoming librarians at all, have enough command of the library tools for book selection to enable them to select and weed as efficiently as most librarians who have learned simply by experience. And why accuse the schools of taking the recent graduates of library schools; public libraries take them also, and even before they have graduated or started their course!

8. Textbooks and gift books are anathema to school libraries just as much as to public. The "A" rating in most states is most certainly on quality, not quantity. However, because of the depression, both public and school libraries are again considering gift books, always with proper weeding, and there may be a time soon when the competition will be which library can get them first!

9. The teacher's classroom collection can be made to suit her needs more completely through a system of school libraries in cooperation with the public libraries. As some one mentioned in a former article on this subject the cost is not prohibitive to the schools when we remember that a library accumulates. We look to the future, and even one book per room a year would be twenty-five books in twenty-five years. And I think some of the books seen in the classrooms of some schools have been there that long! As homes are less and less able to buy books for their children it is becoming necessary for the libraries, both school and public, to make up for this lack as a necessary expenditure.

If a children's librarian could only see an elementary school library in action, I feel certain that there would be no thought in her mind that it was not worth the expense. When the children gather in an attractive room to discuss and exchange books, and learn the intricacies of the catalog, she must see that the frequent repetition of the experience is one of the most valuable in the training of child character. He learns to express his personality; to respect the desires of others, also their opinions; and also to evaluate books. The atmosphere of the library room itself is of cultural value. It is usually a room with curtains, painted tables, and pretty exhibits and pictures. It is so much more necessary to give these contacts to children now when so many come from barren homes. These children will be the citizens of tomorrow and books are their greatest asset in making adjustments to a changing social order. Give them a chance to have one informal room in an elementary school. We, who are interested in elementary school libraries, have a great struggle before us to establish this ideal—so we hope that there will be no more opposition from our coworkers in our profession.

——MILDRED BOLDT CSONTOS,
Assistant to Library Adviser,
Schenectady Public Schools

Flexibility Of Library Organization

FLEXIBILITY is theoretically the mainspring of library organization. Every librarian must have *Buch-gefühl*, but as the accessions, catalog

and classification, circulation, and reference departments offer opportunities to the business, systematized, social, and research sides of expectant librarians, it would seem that no librarian need be a square peg in a round hole. However, one finds often early in a career that theory and practice are quite different, and this difference tends to be the rule of librarianship.

Library school training exposes the embryo librarian to the theory of his profession, but a year's or even two years' time is insufficient for the great majority of persons to discover their métier. Hence, had the graduate the opportunity to select one of the four main departments in which to begin work he would hardly know the one to choose. Today hundreds, if not thousands, of librarians are without work of any description, so the young graduate is lucky indeed to find any job connected with his chosen field. This overcrowded condition is a menace to the highest aims of librarianship, but as it is present in all professions, it is obvious that the social and economic forces working within the country are not discriminating against librarians. The one way librarians could improve their own situation would be to close all library schools five years or more, but so drastic a cure will probably not be adopted.

If the young graduate obtains his first job in a small library he may curse his luck, but if he is farsighted he will discover in a short time the pleasures to be derived from flexibility. His work, provided the library is small enough, will be in every department, that is, he will apply his library school theory to all that he does. In this way he will find out for himself the particular department that suits best his inclinations. If his chief is farsighted and imaginative, the young graduate will be allowed to spend as much time as possible in that department. There he will work in his odd moments instead of clipping ancient magazines or performing any one of a hundred odd jobs some librarians devise for their staff members in an effort to keep idle hands busy despite the fact that active brains may slumber. In time, other things being equal, the young graduate will find himself in a library where he can devote the major part of his work to that department which satisfies him and his profession will now be a distinct pleasure and not a bore.

It is a very different story in the case of the young graduate who finds himself a cog in a great machine. Size tends to be the magnet that attracts the youth of every profession in this country. So, if the young graduate finds a chance opening in a large library, he will probably consider himself very fortunate. Many things in this age of machinery have succumbed to the sake of efficiency, and the departmentalization of libraries has been no exception. The young graduate finds himself in the reference department. As he is the latest assistant he will do the odds and ends no one else wishes to do and he may discover before the end of his first year that he has no desire to perform the highest type of research that falls upon his associates. If he is curious and investigating, he will soon learn what kinds of work the other departments do and find out that the circulation department offers his social propensities an opportunity to develop. But he also learns that to effect a transfer from one department to another is more easily said than done. Departments tend to be jealous of their own prerogatives and any outside interference militates against their own prestige. If the young graduate's chief discovers that his new assistant is not pleased with his work, and the chief's strength is sufficiently great to bring about a change of personnel, a transfer may be effected, but it is very doubtful whether the young graduate will find his new work in the circulation department. Because in more instances than not the assistant will not be consulted, but told to report for work in another department. Furthermore, if the young graduate has been used to freedom of tongue and action, he soon learns that it pays to be tight-lipped, to perform unquestionably what falls to his lot. In other words his first job lies in a rut and the only way out of it rests on the lap of the gods. The case of the young graduate who trims his way up the ladder of librarydom will not be discussed for every real librarian has no use for the yes-folk who become the obscurantists of his profession the moment they reach a position of any importance whatsoever.

If these strictures on departmentalization seem exaggerated, let us take the hypothetical case of any graduate, Will Read, who has been able immediately upon graduation to get a position in one of our large university libraries. The fact that Read gets a job is an indication of his mental ability. Read finds himself at work in X department in a capacity that is more or less clerical. He soon learns his routine and has time enough in working hours during his first year to become acquainted with the other departments and personnel, but he has no more than a speaking acquaintance with any of the chiefs. Read hears all the library legends which he promptly discounts and he joins the library club which he discovers to be a social organization without critical ability of any type. By the end of this first year of discovery he has found out from rumor and observation that advancement in the library is due to chance more than to what one actually accomplishes. However, everyone is expected to put in an appearance at all library functions but no one is expected to criticize the working of the library.

Read has likewise found out that even his chief's job is not the work he wishes to pursue steadily. Y department offers much more, but there is no link of any description connecting any two departments in the library. Each traverses its own orbit. And there is no one in authority to whom he may state his case which he dare not confide in any of his associates for fear that what he says will be garbled or misconstrued.

By the end of his third year it is necessary to decide one of two things, either to accept his lot, that of a cog, or get out. The pragmatic side of Read's nature counsels quiescence and trust to fate, whereas the experimental side urges him to push on before he becomes totally submerged. Had Read given any hostages to fortune he knows ten chances to one that he would remain fixed now which is one of the reasons librarians are considered among the most conservative of all professional folk.

In this era of reduced budgets it would be more realistic for librarians to throw aside some of the old traditions and let suppositious efficiency fall into the discard for the time being. As flexibility is the desideratum of librarianship, librarians should make open forums of the general staff meetings which would tend to break down the iron bars surrounding each department. Librarians might select their assistant or associate librarians with a view to making them the liaison officers between themselves and chiefs of departments. One often wonders what the librarian and his associate talk about in conference. Finally, the librarian ought to encourage his chiefs to hold frequent staff meetings of the separate departments in which the lowliest and greenest assistant could rise to his feet and speak without fear, because if the work is not suited to him, he will know it first and should feel free to discuss it clearly with his chief. Hence vacancies created by marriage or death will not be filled willy nilly but according to the best interests of everyone connected with the library.

Surely this is not a revolutionary suggestion though it might effect a slight revolution in the *esprit de corps* of many libraries.

——Philip O. Keeney,
Librarian, University of Montana Library

The Censorship Of Books

The Question of the censorship of books is one of the most important and difficult problems of every public librarian. It appears so impossible to satisfy everyone concerned, for one person will expect to find in the library books which another will condemn, that it remains for the librarian and his committee to decide what shall be purchased for public use.

The time-honored practice of requiring members of the committee to

read books before they are permitted to be circulated is now almost extinct, as it is in fact only practicable in the very small libraries, but it is still probably employed in the case of books with suggestive titles, or which are otherwise to be doubted.

For convenience, so-called sex literature has been divided into four classes, as follows: (1) Instructive books intended mainly for adolescents and books for young married persons; (2) Serious literature for students of psychology, etc.; (3) Literature which is plainly undesirable from the librarian's point of view; and (4) Books which contain passages which may be offensive.

There has been much controversy among librarians regarding books belonging to the first category, probably because there is a possibility of the books being abused by persons for whom they are not intended, but that is a problem which it is almost impossible for any librarian to combat. Librarians cannot agree whether they are justified in supplying such books to young people or whether that aspect of their education should be left to their parents. It is a difficulty which must be carefully thought over; taking into consideration the fact that many parents neglect their duties in this respect and that the library can assist greatly by supplying appropriate books. Some people will, of course, object, but most will appreciate, after consideration, the usefulness of obtaining the knowledge from books supplied by the library rather than from outside sources.

The books in the second class, such as, for instance, *Studies in the Psychology of Sex*, by Havelock Ellis, are not supplied to any extent by public libraries, but if they are kept in stock, possibly they can be stored so that the public do not have access to them, except on demand. Volumes coming under the third heading require no consideration. If they are found in a public library, it is an accident and the librarian will immediately remove them upon complaint being made. Lastly there are the works which are either instructive or are considered good literature, but they contain matter to which some persons object.

During the past few years there are two particular books which have been banned by many libraries, but included in others. *All Quiet on the Western Front* is a book written to describe the horrors of war and in some cases the language used is not exactly fitting for a Sunday School. Perhaps it is true to life, but probably it is not essential, and could have been avoided without lessening the value of the book. That it was not purchased by some libraries is understandable to a certain extent, but some libraries purchased several copies because the demand was so great. Often the fact that a book is "banned" by an authority gives greater publicity to it and creates a larger demand.

The second book in question is Bernard Shaw's *Black Girl in her Search for God*. It certainly contains material with which many people fail to agree and perhaps the illustrations shock some, although as wood engravings they are quite good. Surely the work of so well-known an author should be stocked for those to read it who desired, while others should shun it.

It must be remembered that some of our most celebrated writers introduced "delicate" themes into their works. Are Shakespeare, Richardson, Smollett, Hardy, and many famous French authors, among others, to be excluded from public libraries because their writings may have a demoralizing effect upon the community? This has been suggested and there are certainly some libraries which exclude some, or all of the works, of one or other of these great men. The solution to the problem probably lies in the defect in the education of the public as a whole.

Of recent years, people have become more broad-minded with regard to sex matters and literature dealing with the subject has become more abundant and cheaper, but it is not always the best kind of literature. Surely the library, which is supported by the public, should be used by the public not only as a means of recreation, but of all branches of education.

It will be a long time before all librarians are agreed upon the subject of sex literature in the public library. Meanwhile they will have to study the individual requirements of their neighborhoods, the status of the people using the library, and attempt the impossible, of satisfying every member of the community concerned.

——JOHN L. THORNTON,
University College Library, London.

Jewish Book Week April 29-May 5

THE EIGHTH national Jewish Book Week in America will be observed this year during the week of April 29-May 5. This celebration, coincident with Log B'Omar, known in Jewry as the Scholars' Festival, serves annually to remind the Jew of his contribution to the world's civilization through literature. Jewish Book Week has now become an important festival in the life of the modern Jew. It has done much to awaken the individual Jew, and especially the young people, to a race consciousness and a familiarity with the history and development of a people that can only be achieved through a knowledge of its literature.

It is suggested that libraries cooperate with the Jewish pulpit and press and local Book Week Committees of representative Jews in their communities. Exhibits and lectures can easily be arranged through their cooperation. *Judaica*, a bibliography of books of Jewish interest and significance, issued by the Boston Public Library, and other information for the observance of Jewish Book Week, is available on application to Miss Fanny Goldstein, librarian, West End Branch, Boston, Mass., Public Library.

Reduction In Price Of German Periodical

AT THE REQUEST of several university librarians, the Sub-Committee on German Periodicals requested the Börsenverein der deutschen Buchhändler zu Leipzig to consider the price of the *Bibliographie der deutschen Zeitschriften-Literatur*. The Börsenverein took up the matter with the publishers and as a result the Sub-Committee is informed that the extent and price of this publication will be reduced 20 per cent this year, in addition to the 10 per cent reduction last year, a total reduction of 30 per cent.

This action is especially welcome as it is the first case brought up under the Frankfurt agreement and indicates the desire of the German publishers to make necessary adjustments. It is the more welcome because the *Bibliographie der deutschen Zeitschriften-Literatur* is a bibliographical publication on which reduction is very difficult. It is not easy to condense citations, especially those of the type published in the *Bibliographie der deutschen Zeitschriften-Literatur*.

The success of the conference at Chicago is due not to the work of the Sub-Committee, as Mr. Leupp and Mr. Thompson have stated in a previous number of THE LIBRARY JOURNAL, but rather to the wholehearted support of librarians, especially Mr. Leupp and Mr. Thompson themselves; to their telegrams and letters which were duly shown to the German delegates. For once, American librarians acted as a unit. The persistence of the Chairman of the Committee of the Medical Library Association was also a very decided factor in producing results.

The Sub-Committee on German Periodicals is convinced that the Germans are honestly attempting to make necessary adjustments. They are greatly handicapped by a very decided reduction in subscriptions during the last few months and by the governmental reorganization in Germany. There is a distinct danger that many valuable scientific publications necessary to much of our research will be discontinued. Reference is made to an article by John Dale Russell in the *Journal of Higher Education* for January, 1934, p. 24-29, which shows the relation of library support to continuation of scientific publication and even of scientific research.

——CHARLES H. BROWN,
Chairman A. L. A. Sub-Committee on German Periodicals

In The Library World

"Talking Book" For The Blind

Not More than one-quarter of the blind people in the United States make any practical use of braille books; therefore, a new door to literature has been opened through the Talking Book which the American Foundation for the Blind has now developed to the point of manufacture.

The Talking Book reproducer is a combination electric phonograph and radio set measuring about 20 x 15 x 9 inches and entirely contained in a single unit, so that, when closed, it may be carried as is a suit-case.

A simple switching mechanism makes possible the changing from Talking Book reproduction to radio operation. The instrument is equipped with various controls which allow for variation in speed of reading and in tone and volume of both radio and Talking Book reproducer. This feature gives the reader an opportunity to alter the sound to suit his personal requirements.

A set of light-weight headphones may be provided with each machine and can be plugged in when desired. The action of plugging the headphones into this device automatically disconnects the loudspeaker. This feature is particularly desirable when a reader wishes to listen to a book without disturbing others or without being himself disturbed.

There is also a headphone operated reproducer, without loudspeaker, approximately 15 x 15 x 8 inches, which requires no electric current. It is operated by a spring motor and plays one entire side of the record per winding.

The electric instrument weighs about thirty pounds—the headphone operated one approximately twenty. At *present* prices of material and labor the electric set for 60 cycles alternating current may be supplied for *approximately* $30.; the universal set for both alternating and direct current for *approximately* $35.; and the spring-driven set for *about* $20.

As soon as a plan can be put into effect to equip a reasonable number of blind people with talking machines, the Library of Congress will establish Talking Book libraries operated in conjunction with the present braille libraries for the blind throughout the United States.

Books As Disease Carriers

To the Editor:—Please state what restrictions should be put on the circulation of books from a public library among patients in a general hospital, especially on the obstetric floor, which is well isolated from the remaining parts of the hospital.

W. L. Campbell, M.D.,
New Castle, Pa.

Answer.—This question has been answered in previous issues of the *Journal*; for example, once in the issue of Sept. 12, 1914, page 964, and reference to it was made in the *Journal*, April 20, 1912, page 1201. It is also mentioned in *Hygeia*, June, 1915, page 358. The disinfection of books was the subject of a note in the *Journal*, May 23, 1931, page 1819. To all these sources the questioner is referred.

The matter of the transmission of infection by fomites, such as books, has been agitating public health officials and heads of hospitals for centuries. Whereas formerly the danger was considered great, later experience seems to prove that it is small.

It has not been shown that library workers are more susceptible to infections than the general population, although they handle books that have come from homes that are infected and books that are really infected, and most of the writers on the subject, after explaining the possibility of danger, conclude that ordinary care is usually sufficient to prevent infection.

On the other hand, the biologic study of the habits of bacteria make it clear that the element of danger should not be ignored. Smiley of Providence, R. I., proved bacteriologically that hemolytic streptococci and staphylococci will live exposed to room temperature for three weeks, the staphylococci being a little more hardy. He says that "a safe general rule appears to be that books, not grossly contaminated, if left untouched in a warm room for a few months, are not capable of transmitting infection." The germs lived longer inside the books than on the covers. A few months is a long time to entertain a potential danger. Diphtheria will live nearly a year in its membrane and many months on a dry surface. Balmain of London made a study of the streptococci of scarlatina and found that streptococci were definitely present on books that had been sprayed with broth cultures of the bacterium eighteen days before, and that under experimental conditions they can be recovered during a period of four weeks.

A report from the Hygienic Institute of Belgium showed that pathogenic bacteria can be recovered from paper money during a period of from four to six weeks.

A distinction must be made of the various forms of infection, especially since the biologic cause of many of them, such as smallpox, measles, rubella and chickenpox, is not known. It is believed that these viruses die rapidly when exposed to drying air, but it is not the same with diseases caused by spore-bearing bacteria, such as tetanus or anthrax. Little knowledge exists of the life tenacity of filtrable viruses, and Calmette's and Kendall's work on morphologic changes in bacteria opens up new avenues of thought.

On inquiry at the Chicago Public Library elicited the statement that the books are fumigated only when it is known that they come from an infected home. Children's hospitals al-

Talking Book For The Blind And Reproducer

ways wash and otherwise disinfect toys used by successive children and destroy those that have been grossly contaminated.

While hospitals have conquered the graver infections and contagions, such as hospital gangrene and erysipelas, and have made most gratifying improvements in the reduction of suppurations in clean wounds and done wonders in the prevention of cross-infections such as diphtheria, scarlet fever and measles, they are still far from perfect. Milder suppurations that destroy primary union, mild or greater rises of temperature that retard recovery, occasional cross-infections with all kinds of diseases, so-called catgut infections, frequent individual cases or even mild epidemics of pyelitis, unexplained late pneumonias in convalescence in adults and children, pemphigus in the newborn, all these and other complications occur with a disturbing frequency in general hospitals. This means that patients are being exposed to avoidable dangers from within. These dangers are increased by visitors, who are allowed to carry in all kinds of infections from the outside, and by books, which are admitted from a circulating library, to come into intimate contact with the patients' hands and mouths and add to the risk.

It is not easy to disinfect a book, and formaldehyde seems to be the most successful. The books are hung on strings in an atmosphere strongly impregnated with formaldehyde for at least twelve hours and, before being put away, a few drops of solution of formaldehyde should be sprinkled between each two leaves. Patients suffering virulent diseases should be given only pamphlets and clippings, which are later destroyed. ——From the *Journal of the American Medical Association*, February 10, 1934

Committee To Study Library Service Courses

A JOINT COMMITTEE of the American Association of Teachers Colleges and the American Library Association has been appointed to study courses in library service as now given in the teachers colleges and normal schools of the country. Members of the Committee are as follows:

From the A.A.T.C.: President George W. Frasier, Colorado State Teachers College, Greeley; President L. A. Pittenger, Ball State Teachers College, Muncie, Indiana; and President Robert M. Steele, State Teachers College, California, Pennsylvania.

From the A.L.A.: Eleanor M. Witmer, Librarian, Teachers College Library, Columbia University; Elizabeth Scripture, Supervisor of Libraries, Denver Public Schools; and Alice R. Brooks, Instructor, School of Library Science, Drexel Institute, Philadelphia.

New Bookplate For Children's Room

THE CHILDREN'S DEPARTMENT of the Yonkers, N. Y., Public Library has obtained a new bookplate. The plate was made by Mrs. Helen Lossing

New Bookplate For Children's Room At Yonkers

Johnson, Yonkers artist, as a gift to the Library. Mr. Granton Will, librarian, suggested the design for the plate. From the window before which the child sits can be seen the Palisades. The owl and ink-pot have been symbols of learning from time immemorial but here the owl, perching on a book and looking over the child's shoulder, is intended as more than a symbol, a real bird as well. Copies of the bookplate, which will be placed in all children's room volumes, can be obtained from the Library.

United Staff Association Dinner

THE ANNUAL DINNER of The United Staff Association of the Public Libraries of the City of New York will be held at the Hotel Commodore, New York City, on the evening of Sunday, April 8, 1934. The Association has arranged this dinner to promote closer fellowship for unity of action, to bring about more adequate library service to the people of the five boroughs, and for the purpose of bettering economic conditions throughout the staffs. Judge Edwin L. Garvin will preside as toastmaster. The list of speakers is: Mrs. August Belmont, Mr. Harold Bauer, Mrs. Julia Peterkin, Mrs. Robert Bruere, Mrs. William D. Sporburg, Dr. Harry Woodburn Chase, Dr. Howard L. McBain. Several others speakers representing municipal and art interests are expected to be present.

Stimulating Interest In Reading Bibliography

ALTHOUGH THE IDEA of stimulating interest in reading is not new, the methods employed in bringing about the desired end have only recently had marked attention. Much has been written on the theory, value and enjoyment of reading, but the practical side has been strangely neglected. For this reason and because the subject is becoming increasingly popular "A Bibliography on Methods Employed to Stimulate Interest in Reading" should be valuable to those who have the urge to help their fellowman in this field. For the librarian and the teacher then this bibliography will be found most useful.

I found no complete books that had been written along this line; therefore, I have limited the bibliography to recent magazine articles, with the exception of the article by William Lyon Phelps. It is the hope of the author that the worthy cause of developing a love of books and reading may prosper and grow steadily in every library.

Bibliography

Achtenhagen, Olga. "Reading Habits for Better for Worse." (In *Education*, 53:41-6. September 1932)

A more abundant life through books is what Miss Achtenhagen is attempting to give her students at Lawrence College. She believes direction to read and not compulsion should be the attitude of the college professor when he gives out a list of required readings—sort of a self-assignment program of reading.

Bloom, Margaret. "What College Students Read." (In *School and Society*, 31:848-50. June 21, 1930)

With a little guidance, college students show sufficient good taste as to the older books and sufficient knowledge of current literary trends to make a wise choice in their general reading. This is shown by their selection of the following authors: Hardy, Shakespeare, Strachey, Stevenson, Sheridan, Galsworthy, Maurois.

Chamberlain, Essie. "International-Mindedness Through Books." (In *The English Journal*, high school edition, 22:382-91. May 1933)

Two junior and two senior sections in Oak Park High School agreed to take for an extensive reading center America and America's place in world-relationships. This is the report of the voluntary reading interests of 120 students.

Clark, Ralph Sherman. "Book Consciousness in a College." (In LIBRARY JOURNAL, 56:72-4. January 15, 1931)

Emerson's dictum, "The best rule of reading will be a method from Nature and not a mechanical one of hours and pages," is being followed in experimental courses in recreational reading being given at Rollins College.

Drury, Francis Kees Wynkoop. "The Lure of Leisure Reading." (In *Recreation*, 25:333-34. September 1931)

The A. L. A. is helping to stimulate a

desire for recreational reading by putting out the little series of books—"Reading With a Purpose." Books may stir to self-action if brief and readable, Mr. Drury believes.

Flexner, Jennie Maas. "Reader's Adviser; and Experiment in the N. Y. Public Library." (In *Journal of Adult Education*, 2:76-80. January 1930)

The reader's adviser at the N. Y. Public Library is not only developing a systematic reading group, but is attempting to teach each person who comes for help to acquire a capacity to find books for himself. There is no definite way of approach, each one must be helped and brought out separately.

—— "Tools for the Reader's Adviser." (In *Adult Education and the Library*, 5:3-11. January 1930)

This article is listed because it contains a most valuable bibliography for any one interested in directing and fostering the recreational reading of adults. There are other lists of this sort but this is the most condensed and selective I have discovered.

French, Fanny Bertha. "Love of the Book: an Experiment in Eighth Grade English." (In *The English Journal*, high school edition, 18:589-90. September 1929)

The experiment carried on by Miss French showed that students are eager to read, if they feel they have a part in choosing what they shall read. It, also, proved to a number of skeptical boys that a teacher had the ability to produce for them an interesting book.

Graves, C. Edward. "Humboldt Recreational Reading." (In Library Journal, 56:69-71. January 15, 1931)

Mr. Graves freely describes the two-unit course in Recreational Reading which is being given at Humboldt State Teachers College. At the time of this article there were only three colleges in the country offering courses of this nature. The hope of the writer was that more colleges would see the value of the courses and establish them.

—— "Recreational Reading for College Students." (In *Libraries*, 311: 425-30. October 1926)

Right reading habits can be formed in the most logical way by giving people the opportunity to read for pleasure, constantly and systematically. To do this every element of spontaneity and initiative must be given full play as Mr. Graves is allowing in his personal reading course.

Gray, William Scott. "Permanent Interest in Reading." (In *The National Education Association Journal*, 20:137-38. April 1931)

Mr. Gray believes that permanent interests in reading are not the results of any spectacular methods used temporarily. They are the result of careful planning and guidance which continues throughout the school life of the child.

Hartwich, Mary H. "To Be Alone and Not to Feel Alone." (In *Journal of Adult Education*, 2:128-34. April 1930)

The Extension Division of the Missoula, Montana, County Library is making a new heaven and a new earth for people who are living on homesteads and who find themselves confronted with leisure for the first time. This is all told in interesting letters written to Miss Elizabeth B. Powell, librarian of the Library.

Hill, Howard Copeland. "Individual Guidance in Voluntary Reading." (In *School Review*, 33:365-69. May 1925)

The plan devised by the University High School of the University of Chicago was to attempt guidance of recreational reading through individual conferences. Conferences and guidance periods lasted from ten to fifteen minutes each. What students had read and would like to read were discussed freely and informally.

Holt, Hamilton. "Why the Professor of Books?" (In *Journal of Education*, 114:320-1. November 16, 1931)

At Rollins College, the student's use of leisure time is counted as an important part of his progress. For this reason they have appointed Dr. Edwin Osgood Grover Professor of Books. He directs the recreational reading of those students who wish to use pleasantly and profitably leisure hours.

Hunt, May. "Adventures Are to the Adventurous; Course in Reading for Pleasure." (In Library Journal, 58:677-9. September 1, 1933)

A course at Penn College, Oskaloosa, Iowa, in reading for credit, finds the response of the student today most encouraging. She gives ten excellent suggestions to students for "Adventures in Reading."

Keppel, Frederick P. "Adult Education and the Reading With a Purpose Courses." (In *Adult Education and the Library*, 4:99-105. October 1929)

The A. L. A. is doing one of the largest pieces of work to stimulate personal reading. Believing that what a man or woman reads is no longer his or her own business, but everybody's business, the little series of books entitled "Reading With a Purpose" have evolved.

Lewis, Willard P. "Outside Reading for College Students." (In *School and Society*, 32:291-2. August 30, 1930)

College and university libraries should provide a liberal amount of inspirational and recreational reading matter of the better type. The college library cannot afford to let large numbers of students graduate without a knowledge of the great world of books and without attempting to develop a taste for good reading.

Locke, George H. "Library and Adult Education." (In *Libraries*, 35:433-37. December 1930)

A very great source of stimulation for every librarian is the statement Mr. Locke makes—that every one who desires to read may find something worth while to read. It is not only the youth, but the man who needs introducing and luring on to delve into the treasures of bookland.

Lowe, Mary E. "Required Reading Versus Free Reading." (In *English Journal*, high school edition, 19:642-51. October 1930)

Experiments in recreational reading have been carried on in several schools. In some schools the students have been permitted to make up their own reading lists and results show that the level of books chosen was much below their age levels. Stories of adventure and mystery held first place with their choices.

McAllister, Samuel W. "Some Observations on the Reading of University Students." (In Library Journal, 57:163-65. February 15, 1932)

The college student is a reading being in so far as his opportunities permit. Most students who read voluntarily are upperclassmen and graduate students. Statistics showed that 16 per cent of all books asked for were for non-required reading. This was after the University of Michigan placed emphasis on creating interest in reading as a use of leisure.

Miller, Edwin Lillie. "Worthy Use of Leisure." (In *Junior-Senior School Clearing House*, 5:606-8. June 1931)

Mr. Miller is contributing toward the worthy use of leisure by passing out to his friends lists of books that he personally likes best. His interesting lists are on: fiction, history, biography, oratory and poetry.

Mulgrave, Dorothy I. "Books in the New Leisure." (In *Junior-Senior High School Clearing School*, 7:50-3. May 1933)

If books are to have a fair chance, we must stimulate a love for them and a desire to browse among them. The only way to arouse this interest is by doing away with the curse of "required reading."

Parker, William Roy. "More About Outside Reading." (In *English Journal*, college edition, 18:578-82. September 1929)

Reading habits are developed, not suddenly acquired, according to Mr. Parker who says he never lets a student conference end without reference to some good book. He avoids recommending classics as much as possible, also reading lists—anything which seems not to appear formal.

Phelps, William Lyon. "How to Acquire a Love of Good Reading While in College." (In Coe, George A. *Am I Getting an Education*. Doubleday. 1929. p. 14-16)

No one should leave college without having acquired a love for good reading, a love so sincere and intense that good reading will become a life habit. Commencement should be the beginning of a life of culture. Organized leisure is the first step in finding time to read.

Rasche, William Franklin. "Methods Employed to Stimulate Interests in Reading." (In *School Review*, 37: 29-36, 124-31, 204-14, 293-303. January-April 1929)

An interesting investigation of the methods which teachers, school librarians, and public librarians employ to stimulate, make permanent and elevate interests in reading is explained in these articles. Tables showing how interest was aroused are valuable, and the methods are unique and worthy of imitation.

"Reading Project of the Milwaukee Vocational School." (In *School and Society*, 37:770-1. June 7, 1933)

The establishing of the "Reading With a Purpose" club was an experiment with 9700 students between the ages of fourteen and eighteen years. At the close of classes, students hawked "extras" which presented reasons why one should read sequentially and with a definite purpose and contained a blank application for membership in the club. Booklists on thirty-five topics were compiled and printed especially for the use of the club.

Rush, Charles E., and Winslow, Amy. "Encouraging the Use of Adult Non-Fiction." (In LIBRARY JOURNAL, 53: 291-95. April 1928)

The recent marked advance in popularization of knowledge is having an undoubted effect on circulation. It requires great familiarity on the part of the librarian to keep up with the best in the non-fiction field. This article gives wonderful suggestions for cooperation of the library staff in making this plan a success.

Severance, Henry Ormal. "Forming the Reading Habit." (In *Literary Journal*, 51:174-75. February 15, 1926)

One of the first high schools to break away from the traditional requirements and prepare students for life and not merely for college was the University of Missouri High School. Its attempt is to develop a love of reading of the higher type during leisure hours. The stress is on the enjoyment of the story.

Shaw, Charles B. "Librarian as a Promoter of Good Reading Among Students." (In *Public Libraries*, 29:553-54. December 1924)

Mr. Shaw contends that the librarian's share in the promotion of good reading is almost wholly a matter of placing second rate and contemporary books on the shelves of his library.

Smith, William C. "Books and Leisure Time." (In *New York State Education*, 19:565-68. March 1932)

Mr. Orian H. Cheney of the National Publishers Association recommends that all groups concerned with education be organized into an Education Conservation Council, and that this national Council then plan, with the aid of the Federal Government, a systematic encouragement of reading. This might be done through the press, the church, and the radio.

Turk, Margaret Soutter. "Undergraduate Reading at Hobart College." (In *Publisher's Weekly*, 117:1883-6. April 5, 1930)

The success with which Miss Turk has met in fostering voluntary reading at Hobart College, Geneva, N. Y., is due, I am sure, to her closing remarks: "No amount of effort expended to attract students at the beginning of the Freshman year and to hold them until the end of the Senior year is wasted."

Waples, Douglas. "Consider the Minorities; What Hard Times Have Taught in Europe." (In *Journal of Adult Education*, 4:295-300. June 1932)

Unemployment has had two pronounced effects upon popular reading in Europe—the production of reading material aimed directly at those who have problems and read to solve them, and the development of agencies to distribute this material. America should profit by this step taken in Europe.

——. "Propaganda and Leisure Reading." (In *Journal of Higher Education*, 1:73-7. February 1930)

A method by which one may identify and offset propaganda in students' leisure reading is disclosed. Students should have access to all points of view. They must be provided with material for leisure reading. This reading can be partially directed through a display of books placed in conspicuous places in the library.

Weston, Stella. "Professing Books, a New Vocation." (In *National Education Association Journal*, 19:277-78. November 1930)

At Rollins College, Winter Park, Florida, a chair for Professor of Books has been created for Mr. Edwin Osgood Grover. This is a new vocation and Mr. Grover is the only member of a college faculty to bear such a title. Supplying students with books for recreational reading is his business.

"Will the Alumni Read and Study?" (In *Adult Education and the Library*, 5:12-16. January 1930)

Don't just educate us—keep us educated—is the seeming cry of the alumni. And to meet this situation Amherst, Lafayette College, Dartmouth, University of Michigan, Smith College, Vassar, Ohio State, University of Pittsburgh, Radcliffe, Mills College, Adelphi College of Brooklyn are among those colleges and universities which are attempting to stimulate reading for recreational purposes.

Young, Agnes Beatrice. "Do College Students Read?" (In *Wilson Bulletin*, 6:31-5. September 1931)

At the University of Denver recreational reading is being stimulated greatly through personal contact—student with librarian. The use of psychology is being brought into play by periodic display of a table of well-chosen books, by the use of color for a stimulus and by an informal bulletin board.

Youtz, Philip Neval. "Reader's Round Table; Experimenting With the Library as an Educational Center." (In *Journal of Adult Education*, 1:161-66. April 1929)

It would be interesting, if the libraries could conduct a kind of clinic in which they might have the authors of books meet the readers of books face to face. This round table plan is only an experiment along the lines of creative education for adults and as a possible means of group guidance for library readers.

——A. BEATRICE YOUNG,
Assistant Librarian, University of Denver Library

Essay Contest Entry Date Changed

THE DATE of notification by school librarians of their desire to enter *The New York Times* Essay Contest has been extended from March 15 to April 15. The date by which competing essays must be submitted remains the same—May 1.

Fire Damages Two Rivers Library

FIRE STARTING in a basket of waste paper shortly before 1 P.M. on March 6 spread from the basement to the ceiling and before it was controlled caused damages amounting to $2,000. to the Joseph Mann Public Library at Two Rivers, Wisconsin.

***The Library Journal* will pay 15¢ each for copies of the February 1, 1934, number.**

Free And Inexpensive Printed Material

100 Ways to Predict Rain. A fascinating collection of odd but reliable weather signs. Available free of charge to librarians. Morton Salt Co., Dept. T13, 208 Washington Street, Chicago, Ill.

Holophane Company, Inc., 342 Madison Ave., New York, N. Y. "Light for Library Bookstacks," a twelve-page folder, illustrating various types of Holophane lights will be sent to librarians free of charge upon request.

The Library of Congress has a supply of the following pamphlets for free distribution: "Une page de l'historie de la tuberculose, Le Docteur E. L. Trudeau, par M. le Professeur Maurice Letulle . . . Paris, Masson et Cie. 1916." Requests for copies should be addressed to Linn R. Blanchard, Chief, Division of Accessions, Library of Congress, Washington, D. C.

India in 1929-30. A statement prepared for presentation to Parliament in accordance with the requirements of the 26th Section of the Government of India Act. A number of copies of this document are now available for distribution for the cost of transportation. The British Library of Information, 270 Madison Ave., New York, N. Y.

Current Library Literature 1929-1930. A subject index to library material recorded in those two years. Reprinted from THE LIBRARY JOURNAL. Price .10¢. R. R. Bowker Company, 62 W. 45 Street, New York, N. Y.

Adventures with Books and Libraries. By E. E. Lewis and Goldie D. Lesser. Learning how to enjoy books, how to study, and how to use dictionaries, encyclopedias, libaries, and other reference materials. Price .40¢. American Book Company, 88 Lexington Ave., New York, N. Y.

Richard Rogers Bowker, 1848-1933. Eighteen-page reprint from December 1, 1933 LIBRARY JOURNAL. Limited supply. Available free of charge to librarians. R. R. Bowker Company, 62 W. 45 St., New York, N. Y.

University Prints. 11 Boyd Street, Newton, Mass. Picture catalog available for .05¢. This is the nominal charge to help pay expenses of publishing the booklet.

Gramstorff Bros., Inc. 101-103 Ferry Street, Malden, Mass. Present owners of the Soule collection. No catalogs free of charge. Catalogs of the Soule pictures are at present out of print, but catalogs of the Turner collection are available for 25¢ each.

Please Send Requests For Free Material To The Editor Of *The Library Journal*.

From The Library Schools

Wisconsin Suspends Summer Session

The Summer Session of the University of Wisconsin Library School is again suspended, owing to insufficient funds in the budget of the Library Commission. It is hoped that the next biennium will bring better financial fortune, in order that the summer school may be restored to its place of usefulness.

Temple University Summer Library Course

Temple University Summer Library Course will be resumed this summer for six weeks beginning June 25. Three separate courses are offered —Elementary, Advanced, and Graduating—covering in all eighteen credits. These credits count toward a regular college degree as well as for certification by the Pennsylvania Department of Public Instruction.

Erection of Temple's new Thomas D. Sullivan Memorial Library will be begun this summer. The Library School will be housed in the library after this year.

The faculty of the library course remains the same as last summer: Miss Bessie Graham, Miss Ellen Yoder, and Miss Helen Ruth.

Drexel Institute Library School

Dean Howland and the faculty and students of the Drexel Institute Library School were hostesses to the librarians of Philadelphia and vicinity at the District Meeting held in Drexel Institute February 14, a meeting held annually under the auspices of the Extension Division of the Pennsylvania State Library. Among the speakers on the program were Miss Gertrude McKinney, Director of the State Library of Pennsylvania who talked on "CWA Library Projects in Pennsylvania"; Miss Adelene J. Pratt, State Director of the Maryland Library Commission, whose subject was "State Library Commission Work and the County Library"; and Mrs. May Lamberton Becker, author and critic, who reviewed recent books.

Two promotions on the faculty of the Drexel Institute School of Library Science were recently made by the Board of Trustees of Drexel Institute. Dr. Marie Hamilton Law, Associate Professor of Library Science, was appointed to full professorship, and Miss Helen Bagley, Instructor, was made Assistant Professor. Miss Alice R. Brooks, Instructor in the Drexel Institute School of Library Science, has been appointed a member of the Joint Committee of the American Library Association and the American Association of Teachers College to study the present status of library training in teachers colleges and normal schools.

The following information concerning placement of the Class of 1933 of the Drexel Library School may be of interest with regard to the present employment situation among librarians. Of the thirty-five students graduated in June 1933, twenty-seven are holding library positions. Of these, nine are in school libraries, seven in college libraries, two in public libraries, two in special libraries and seven are employed in CWA projects. Several of the latter positions will develop into permanent ones. Of the remaining eight graduates of the class, two are teaching, one is doing newspaper work, one is completing work for a higher degree, one is traveling, and three are unemployed.

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Announcement has been made of the establishment of the Drexel Institute Gift Fund, sponsored by the alumni of the Philadelphia College, and the alumni and friends of Drexel are being asked to make contributions, the amount of the gift to be determined by the individual contributor.

The funds thus gathered will be used: (1) To establish the Matheson Memorial Book Fund, in honor of the late Dr. Kenneth G. Matheson, president of Drexel Institute from 1922 until his death in 1931; (2) To support the Student Scholarship Fund; (3) To support the *Drexel Alumni Review*; (4) To support other projects approved by the Fund Committee of the Alumni and the Board of Trustees of the College.

Contributions to the 1934 Fund will be received up to May 31, and this fund will be used during the year ending May 31, 1935. A special drive is under way, however, to receive responses in time for announcement on March 10, which has been designated Fund Loyalty Day.

Simmons School Of Library Science

The Class of 1934 shares with 1926 alone the experience of having College closed twice in a week by "old-fashioned New England snowstorms." 1926, however, braved the storm because Mr. Wheeler was coming to give two addresses, so they had two good reasons to consider the day memorable. An important policy of our School is to weld the contributions of visiting lecturers into the structure of the various courses. Two newcomers have been especially significant this year. President Beatley gave in the Book selection class an evaluation of a stimulating list of books on Education, and Mr. Ranlett explained the problems met in the order department of such an institution as the Boston Public library.

For several years it has been our privilege to have the field of selecting religious books treated by the Reverend Daniel Bliss, Associate Minister of Old South Church in Boston, and it is rare to find a person from another field who can so completely put himself in the librarian's place. The importance of a nonsectarian attitude, and the varying needs of different sizes and types of libraries are always kept in mind. He brings out the shifting of the emphasis on certain kinds of books from time to time, and particularly what people are looking for now. The classified list of books he gives tempts one to begin reading at once, especially after his comments on the outstanding new publications. We were especially grateful this year, as Mr. Bliss was starting for Syria a few days later.

The usual summer session will be held from July 2 to August 10, inclusive, with Miss Brotherton in charge.

New Jersey Library School

A special lecture on the "Development of Manuscripts and the Art of Writing" was given by Professor Warren R. Laity of the college Department of Art before the Library School class visited the exhibit of the Morgan manuscripts at the New York Public Library. Professor Laity and Mr. McCombs of the New York Public Library also explained the significance of the manuscripts as the class examined the rare examples in the collection.

An innovation in the teaching of cataloging has been successfully experimented with during the current year. After the students have mastered the application of the principles of general cataloging and are acquainted with the desired form of card, they direct a typist in making all of the cards from the cataloger's work slip which the student has prepared. This plan emphasizes the proper organization of the work of cataloging and has a special teaching value in that one learns readily by instructing others. The student is responsible for the quality of the work as completed by the typist. The plan also gives the young librarian experience in directing the work of an assistant and gives a basis of estimating time and expense required for a portion of the clerical work of a cataloging department.

Among Librarians

Necrology

RUTH ELLIOTT, Illinois '30, died of pneumonia in the Jefferson County Hospital, Fairview, Iowa, February 21, 1934.

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HARRY E. GRISWOLD, librarian and secretary of the Appellate Division of the Supreme Court in New York City for several years, died March 11 at Glenwood Lodge, Yonkers, N. Y. Before entering the service of the Appellate Division thirty-two years ago he had been a librarian in Albany.

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HENRY READ MCILWAINE, Virginia State librarian since 1907, died at Richmond, Va., March 16. He was noted as a collector and editor of historical data and was instrumental in bringing much of the priceless material bearing on the Colonial history of Virginia within the reach of students of the period. He extended the influence of the library into all parts of the State through his development of a traveling library and mail-loan system.

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DOROTHY NEWTON, Los Angeles '26, librarian of the Cahuenga branch of the Los Angeles Public Library, died March 5 after a brief illness. Miss Newton was one of the most brilliant of the younger librarians. Her unusually wide knowledge of books and her sympathetic understanding of individuals led to her appointment as reader's advisor in the Adult Education department of the Los Angeles Public Library upon graduation. As a part of her work with high school students she organized the Los Angeles Book of the Month Club, composed of representatives from all the high schools of the city. The monthly meetings and book reports printed in the school papers had wide influence on intermediate reading. She presided at the meeting of the round table on work with young people at the Los Angeles meeting of the A.L.A. In 1931 her executive ability was recognized in her appointment as branch librarian. In each position her literary talent, keen penetration and clarity of thought gave a scholarly character to her work. Her radiant personality endeared her to many friends and her enthusiasms for gardening, dramatics, music and arts and crafts enriched her professional life.

——MARIAN HORTON

Appointments

JEANETTE H. CLAUSEN, Illinois '31, has been appointed children's librarian of the Free Public Library, Appleton, Wisconsin.

OLIVE DUFFY, Wisconsin '30, is organizing the Library of St. Clare's Junior College, St. Francis, Wis.

ELVAJEAN HALL, Wisconsin '32, was appointed assistant librarian of the Elgin, Ill., High School Library, beginning February 1.

AGNES O. HANSON, Wisconsin '28, has been appointed as a cataloger in the Library of the Research Laboratories of General Motors Corporation, Detroit, beginning March 1.

FLORENCE D. KIMBALL, Wisconsin '31, who has been serving as substitute for the Rockford, Ill., Public Library since her graduation, was appointed to a permanent position on the staff the first of the year.

MARGUERITE KIRK, librarian of the Board of Education, Newark, has been appointed instructor in the course on Library Service to Children through School Libraries at the Library School of New Jersey College for Women during the second term of 1934-35.

HELEN KOHLI, Wisconsin '33, who was appointed assistant to Green County Manager, CWA, Monroe, on November 24, has been transferred to the National Re-employment Office which is a permanent office.

MARGARET B. MARTIN, Assistant Director, Hampton Institute Library School, has been appointed Acting Director of the Library School of New Jersey College for Women for 1934-35, during the absence of Ethel M. Fair who will be on leave for study at the Graduate Library School, University of Chicago.

MRS. ELIZABETH BATTIN MOE, Wisconsin '26, who has nearly completed work for the master's degree in library science at Michigan, has accepted a position for the present semester on the school library staff at Gary, Ind.

RUTH O'MALLEY, New York Public '24, who has been reference librarian of the Missouri Library Commission, Jefferson City, Mo., became secretary of the Commission in June, 1933.

GRACE E. PALMER, Pratt '33, is serving as special assistant in the Circulation Department of the Pratt Institute Free Library, Brooklyn, N. Y.

KATHARINE D. PATTERSON, Drexel '33, is assistant in the Franklin Institute Library, Philadelphia, Pa.

MRS. LOIS PAYSON, Columbia '31, who has been an assistant in the United States Department of Agriculture Library since January, 1932, has been appointed librarian of the Montana State College, Bozeman, Mont.

ELIZABETH RANDLES, Illinois '32, formerly cataloger at the Pittsburgh-Xenia Theological Seminary, Pittsburgh, Pa., has been appointed librarian.

EDNA RICHARDS, Western Reserve '32, is an assistant in the Children's Department of the Cleveland, Ohio, Public Library.

HELEN K. RIFE, Columbia '33, has been appointed teacher-librarian in the Lewiston, N. Y., High School.

GRINTON I. WILL, Columbia '30, has been appointed librarian of the Yonkers, N. Y., Public Library.

MADELINE G. WYER, Denver '32, has been appointed acting reference librarian of the DePauw University Library, Greencastle, Ind., for the remainder of the school year.

Calendar Of Events

April 8—United Staff Association of the Public Libraries of New York City, fifth dinner at the Hotel Commodore, New York, N. Y.

April 12-13—Florida Library Association, annual meeting at Lake Placid Club, Florida.

April 20-21—South Carolina Library Association, annual meeting in Summerville, S. C.

April 20-21—Louisiana Library Association, annual meeting at Baton Rouge, Louisiana.

April 26-27—Oklahoma Library Association, silver jubilee, twenty-fifth meeting at Ponca City, Oklahoma.

April 26-28—Oklahoma Library Association, annual meeting in Ponca City, Okla.

May 5—New Jersey School Library Association, one day meeting at The Cabin, New Jersey College for Women, New Brunswick, N. J.

May 17—Connecticut Library Association, spring meeting at Teachers' College of Connecticut, New Britain, Conn.

May 21-24—American Association for Adult Education, annual meeting at The Shireham, Washington, D. C.

June 19-23—Special Libraries Association, annual meeting at Hotel Roosevelt, New York, N. Y.

June 25-30—American Library Association, annual meeting at Montreal, Canada.

June 28-30—Pacific Northwest Library Association, annual meeting at Marcus Whitman Hotel, Walla Walla, Washington.

August 30-September 1—Minnesota Library Association, annual meeting at Glenwood, Minn.

September 10-11—Wyoming Library Association, annual meeting in Laramie, Wyo.

September 17-22—New York Library Association, annual meeting at Lake Placid Club, Lake Placid, N. Y.

October 10-12—Wisconsin Library Association, annual meeting at New Pfister Hotel, Milwaukee, Wis.

October 17-19—Nebraska Library Association, annual meeting at Kearney, Nebraska.

Children's Librarians' Notebook

Reviews Of Juvenile Books By Children's Librarians

New Land. By Sarah Lindsay Schmidt. Illus. by Frank Dobias. *McBride.* $2.[1]

Jolting across Wyoming in "the Rattleshake," or "Shake" for short, as the old Model T Ford was called, the Morgans, Charley and Sayre, the 17-year-old twin brother and sister, their father and small Hitty, arrive at the Pawaukee Irrigation Project, where they plan to take up an unproved homestead claim that a friend has been forced to vacate. Here they find that they have been persuaded to come under false pretenses, that no more claims are being filed in the section where they had hoped to settle, and that, in fact, settlers without experience in farming are not welcomed by the government as homesteaders. The account of how the twins, with the help of the agriculture teacher at the Upham High School, learn enough about farming to keep their heads above water and make the homestead pay for itself, and how they manage to hold their own against the tricky dealing of the man who wants the land they are farming, provides a thoroughly interesting plot. Charley's ability as a football player, and his mechanical gifts, together with Sayre's practical common sense, courage and quick-wittedness, all help, and at the end of the book we leave the twins, two years of successful farming behind them, and money in the bank, looking forward to filing, in a year's time, when they are 21, a claim for their own home, the home the Morgan family has waited for so long. The book gives a true and unexaggerated picture of what is happening at the present day and of the purpose and results of vocational agriculture. It is satisfying as a story because the author has a tale to tell and because her characters are living individuals. It will please young people who know the conditions it describes; it will interest also city boys and girls who have had no experience of farm life. It is, in fact, an excellent book for city dwellers to read, giving them as it does a picture of a kind of pioneer life that is going on at the present day, a life that, in its endurance and enterprise, has something of the thrill of the stories of the early settlers.

——Anna T. Eaton

[1] Miss Eaton, librarian of the Lincoln School Library, Teachers College, Columbia University, gives a different slant on this book which was unfavorably reviewed by Clara E. Breed, Head of the Children's Department, San Diego, California, Public Library on page 128 of the February 1 Library Journal. Paul W. Chapman, Director of Vocational Education, Atlanta, Georgia, also wrote a favorable review which appeared on Mrs. Becker's page in the *Herald Tribune* of November 26, 1933. Mr. Chapman is an expert in the field of vocational agriculture.

A Child's History Of Art. By V. M. Hillyer and E. G. Huey. *Junior Literary Guild* and *Appleton-Century.* $3.50.

This outline of painting, sculpture, and architecture begun by Mr. Hillyer was completed from notes after his death, a fact that may account for a fault of style in an otherwise well planned and stimulating book. Mr. Hillyer's informality in *The Child's History of the World* was spontaneous and genuine. Here there is a straining for intimacy that is often artificial. Any child old enough to be interested in art is old enough to appreciate and use the word Renaissance. It is an offence to his dignity to have that period called The Born Again Time. Barring lapses of this kind, the subject matter is clear and is made interesting by choice of detail. The value of the book lies in its suggestiveness and in the wealth of illustration. Many children dipping into this book will want to know more of a particular artist and his period, and the pictures, well reproduced in black and white, are in themselves an education in art.

——Marjorie F. Potter

Warpath And Cattle-Trail. By Hubert E. Collins. With a foreword by Dan Beard. Boys' ed. *Morrow.* $1.50.

These reminiscences of the old Chisholm Cattle Trail are written very much as an old man would talk of his boyhood experiences on one of the most famous trails in the history of the cowboy. Mr. Collins gives a good description of life on the range in the eighties and his friendships with the Plains Indians furnish many an interesting and colorful incident in the whole tale. There is plenty of action and a certain glamor of romance connected with this period in our history that is gone forever, which will attract older boys and keep them reading to the end. Unfortunately the map of the old Chisholm Trail has been omitted from this edition.

——Helen Neighbors

Strange Fishes And Their Strange Neighbors. By Paul W. Kearney. *Doubleday.* $1.25.

The photographs for this book were made in the New York and Philadelphia aquariums and portray many fascinating creatures of the sea. The text is interesting and informative with spicy bits of humor. The book should be invaluable entertainment for middle sized children. The picture of "Maggie" penguin is worth the price of the book.

——Emma L. Brock

Happy Holidays. By Eleanor Graham. *Dutton.* $2.

English in its presentation, chronological in its arrangement of holidays from January to December,—this book would be of use only in a large library with plenty of other material. Many of the older and less well known English holidays are described. Impromptu entertainments staged by a family of English children are inserted here and there throughout the book. There is no index. The book is well written and is interesting reading.

——Mary R. Lucas

King Of The Hills. By Stephen W. Meader. *Harcourt.* $2.

Gangs—yes, but not too bad. Breck Townsend, a real boy goes to the New Hampshire hills for a vacation and to try to carry out his hobby of photographing wild life. He and the Warden's son are involved with hunters who are killing deer illegally. Junior High School age. Rather good, but not essential on a restricted budget.

——Mary R. Lucas

On The Reindeer Trail. By Thames Williamson. *Houghton.* $2.

Interesting story with its setting among the reindeer herds of Alaska. Centers about the adventures of two boys, who, desirous of going to college, set out to prove to their father their ability to care for themselves by tending his large reindeer herd in the winter feeding grounds. Both boys are determined to make good, and after Akpek the Indian herder in charge disappears, the boys' mettle is tested indeed. Not only is this an especially fine adventure tale, but it is, as well, decidedly valuable from the informational standpoint, stressing as it does the importance of, and difficulties which beset the reindeer industry in Alaska.

——Agatha L. Shea

The Little White Goat. By Dorothy P. Lathrop. Illustrated by the author. *Macmillan.* $1.75.

The curled-up ferns and the baby animals bring spring into these pictures of springtime and magic. The story is charming as are the pictures and there is great beauty in them all. There is all the joy that children would feel in playing with young wild things. Imagine helping rabbits dig a hole! The story does seem somewhat long and at times the writing is precocious, but it is more childishly done than the *Fairy Circus.* The animals are beautifully drawn, with life and humor, the children not so much so. The little white goat himself is enchanting—and is he a fairy?

——Emma L. Brock

JUNIPER GREEN. By Mary Willard Keyes. *Longmans.* $2.

Captain Horatio who wanders into the New England village of Bassetlaw, soon captivates the older boys of the town with his tales of thrilling adventure, bravery and wild life. When he first arrived the parents of the boys questioned his influence in the community but the old gentleman with the bearing of a soldier proves himself such an excellent scout with the boys that they are forced to accept him as a wholesome companion. He becomes a very real part of the "gang" who adore him, and make it possible for him to spend the remaining years of his life in Bassetlaw at Juniper Green. The book was first published in 1929 but in 1933 it was reprinted with the addition of an introduction by Dorothy Canfield Fisher. Senior or Junior High School boys will enjoy this book and parents will find it good to read aloud to fifth or sixth grade age.

——ALICE E. BROWN

SHIP'S MONKEY. By Honoré Morrow and William J. Swartman. *Morrow.* $2.

A human and at times, humorous story of Chalu, the monkey from Sumatra, who proved to be a real mascot for the good ship Tamana, though at times his pranks had seemed insufferable to the crew. The illustrations by Gordon Grant of the famous *Ship Book* are colorful and entertaining. The format suggests an eight or nine year old, but the Cockney dialect of the sailors may present difficulties in reading. Older children and even adults will enjoy the story, but younger children will enjoy the story read aloud. Not essential for small collections.

——NORA BEUST

THE KING'S MULE. By Dwight Akers. *Junior Literary Guild* and *Minton, Balch.* $2.

Larry was an old farm mule. The very day he was released from a potato patch he started adventuring over the mountain to the "Valley Beyond" with three boys. How they visited the mole's museum, the school for mice, the boxing match and the barbecue, and converse with many of the animals of the woods, makes a story in the humorous vein of *Wind in the Willows.* It shows an understanding of human and animal nature. It will appeal to the imaginative child. Enjoyable but not essential for library use.

——J. ETHEL WOOSTER

LITTLE MAID OF BOSTON. By Alice Turner Curtis. *Penn.* $1.50.

Slight story of Boston in the days when General Howe held the city and Washington's army was encamped in Cambridge. Similar to *Little Maid of Massachusetts* and *Little Maid of Bunker Hill.* By no means necessary, even in a large library.

——MARY R. LUCAS

Give And Take Of Opinion

CLARA E. BREED, in reviewing *New Land* by Sarah Lindsay Schmidt, in THE LIBRARY JOURNAL of February first, made this statement: "If homesteading were as simple as this, no farm relief would be necessary. Libraries will not miss this book." *New Land* is about a brother and sister who take up a homestead in Wyoming, and win through to owning their farm.

In all fairness to the author, herself the wife of Professor G. A. Schmidt of the Colorado Agricultural College, Fort Collins, Colorado, I feel your readers should be permitted to read the statements of authorities on Vocational Agriculture, in various parts of the country, on this book. Here is what a few of them have to say:

W. T. Spanton, Federal Agent, Agricultural Education, U. S. Dept. of the Interior: "I have read Mrs. Schmidt's book, *New Land,* with a great deal of interest. In fact I had the pleasure of reviewing the original manuscript before it was submitted for publication. While the book is of course a novel, yet I was greatly impressed with the accurate manner in which the author succeeded in weaving into the story as realistic an account of the actual work and accomplishments of some of our better teachers of vocational agriculture as I have ever read. No claim is made by the author that all teachers of vocational agriculture are as successful as the one discussed in her book, but I do know from actual every day contact with this type of work for the past fifteen years, that Mrs. Schmidt's treatment of the work and accomplishments of some of our better teachers of vocational agriculture is not overdrawn in the least. I have in mind numerous teachers of vocational agriculture whose records in their local communities would equal, if not exceed, the excellent work done by the teacher described in Mrs. Schmidt's book." Mr. Spanton also adds that such a criticism as that of Miss Breed's convinces him "that the critic is not familiar with this type of educational work being done in rural communities and is not in possession of all the facts."

R. B. Jeppson, Home Economics Education, Nevada State Board of Vocational Education, Carson City, Nevada: "The comments made in THE LIBRARY JOURNAL for February first. . . . would appear to me to be somewhat uncalled for. Personally I read the book with a great deal of interest and pleasure and I feel that it set forth the entire vocational agricultural education program in a way which would be enlightening to anyone reading it. . . . We have many cases in our State which would be similar to the ones mentioned in *New Land.*"

C. S. Anderson, Associate Professor of Agricultural Education, Pennsylvania State College: "The author of *New Land* has prepared a very vivid and accurate picture of the stimulating influence of a high school department of vocational agriculture and of an active teacher of the subject on the farming practices of the community. Through the medium of her novel Mrs. Schmidt has shown how energetic vocationally trained rural youth may overcome obstacles and gain farming success by making use of the scientific information taught in the high school courses in vocational agriculture. . . . This Wyoming story is being duplicated in hundreds upon hundreds of rural communities in the United States. The teacher of vocational agriculture is concerned primarily with the improving and changing of farm practices. To this extent, he has done much to make homesteading simpler and the outcomes of farming less hazardous. The teacher depicted in *New Land* is typical of this trained group of men."

Carl G. Howard, State Supervisor for Agricultural Education, Cheyenne, Wyoming: "I should like to say that I have read this book of Mrs. Schmidt's quite carefully and with a great deal of interest. It is apparent that whoever made this comment had no knowledge nor information of the farming conditions in Wyoming where the scene of this book is laid."

E. C. Magill, Professor of Agricultural Education, Virginia Polytechnic Institute: "I think the reviewer . . . . has stepped a bit beyond the bounds of accuracy and good judgment. . . . One of the features of *New Land* is that of being more accurate in its presentation of vocational education in agriculture; of farming terminology and practice; and of life as it is in a distinct agricultural area, than any publication so far produced for rural boys and girls which I have had the pleasure of reading. I could actually tell of some cases myself in Minnesota, where I served for three years, and here in Virginia, a number of cases where boys with the help of able teachers of agriculture performed almost as well. . . . I do not see how homesteading as pictured in *New Land* could be considered as 'simple.' There was plenty of reflection of failures in the background."

F. E. Heald, Supervisor, Teacher-Training Agricultural Education, Amherst, Mass.: "Those of us who have reviewed *New Land* carefully feel that it has a very valuable place in the related literature for agricultural pupils. I might add that I sat down intending to read portions of the book for the purpose of reviewing it and became so absorbed in the book that I read it through in one sitting. . . . In addition to the interesting story there is one thing about the book that I like very much, and that is the soundness of its interpretation of some fundamental principles in agricultural education in vocational schools and departments."

Such testimony on behalf of *New Land* by these people who are high in authority in the Vocational Agriculture field, should prove the worth of the book in the field it portrays.

——MURIEL FULLER,
Robert M. McBride & Co.

Nancy. By Ruth Alexander Nichols. Photographs by the author. *Macmillan*. $1.75.

This photographic chronicle of four-year-old Nancy's daily doings has more for children than many similar books which have recently been appearing. The pictures are not merely subjective, pleasant pictures which grown-ups will enjoy, but have enough action and reality to please the more exacting child readers. In addition they are beautiful examples of photography.

——Emma L. Brock

Jack's House. By Lincoln Fay Robinson. *Junior Literary Guild* and *Viking*. $2.

This is another of the growing group of books that belong primarily to the Senior High School Age, because they are concerned with the young people of that age. One might easily say "this is the house that Jack built," for the story, laid in the New Hampshire hills tells of a boy who helps build a house of his own, Kozy Kot. It is really his own—his to dream and plan in. But the story is much more than that, for it also shows Jack's development from the time he is nine, until he is ready for college. Through all his gay, happy natural enjoyment, of hikes, clubs and parties, you feel the growth of his ideas and ideals and the part that his house plays in this development. The author is looking back on the near past, but is not obviously introspective. Fine for the group for which it is intended, but I do not believe younger boys will enjoy it.

——Mary R. Lucas

Celia's Choice. By Edith Vezolles Davis. Illus. by J. Clemens Gretta. *Lothrop*. $1.50.

Celia must decide whether she will accept a position in the bank which her friend's father offers her, or one as assistant in the pottery which she has always loved. Independence and self expression through artistic creation or social acceptance and poor relationship? The values are somewhat mixed, snobbery and worship of wealth rising often to the surface, but honesty of judgment wins. Fairly well done, but not necessary to squeezed budgets.

——Isabel McLaughlin

Eric, The Red. By Lida Siboni Hanson. Illus. by Ernst Hansen. *Doubleday*. $1.75.

A spare and telling tale like those Vikings of whom it speaks. Taken from the old sagas, it gives a clear and continuous account of Eric's red temper and its consequences. Greenland was to him a necessary discovery as a haven and to Lief, his son, fell the honor of the re-discovery of Vinland. Lida Hanson, Danish born and versed in Scandinavian literature, is well qualified for the telling. The make up and illustrations are bold.

——Isabel McLaughlin

Julia Newberry's Diary. With an Introduction by Margaret Ayer Barnes and Janet Ayer Fairbank. *Norton*. $2.50.

The fascinating diary of an American girl from 1869-1872, when she was fifteen to seventeen years of age. It is written with simplicity, humor, and charm, and gives an interesting insight into the cultural life of Chicago before the fire. Julia Newberry has style, wit, philosophy and the language is very interesting. Had she not died at the age of seventeen, she probably would have been a famous writer. It is a book that will appeal only to the rather unusual girl who likes to read something in the first person—in diary form, but might be used in larger libraries that have an Intermediate Department.

——Mrs. Katherine Watson

Giff And Stiff In The South Seas. By Gifford Bryce Pinchot. *Junior Literary Guild* and *Winston*. $2.

The pattern travel book of yesterday introduced the reader to a versatile uncle or an ever obliging chaperone who journeyed around about foreign countries with groups of boys or girls, lecturing to their young companions about places visited and pointing out things that should be seen and remembered. Today the young travelers see things for themselves, select their own lines of interest, make their own investigations and contacts. Then they come home, write the stories of their experiences and publish their enthusiastic accounts in book form. We have our David Putnam, our Deric Neusbaum, our Bradford Washburn and our Paul Siple. Now comes Gifford Bryce Pinchot, son of Governor Pinchot of Pennsylvania, with his entertaining book, *Giff and Stiff in the South Seas*, that tells of his wonderful voyage, taken at the age of thirteen, as a member of a scientific expedition. He sailed on a three-masted schooner, The Mary Pinchot, named in honor of his grandmother, accompanied by his father and mother, his school-mate, Stephen Stahlnecker (Stiff), two scientists, the photographer, also a scientist, the ship's physician and the ship's crew, a harmonious company all interested in the big undertaking and the things they went to see. Giff gives a straight-forward unassuming, but rather sketchy account of their experiences on this trip. Here are recorded adventures in which many a boy would like to share—exploring uninhabited islands, digging for buried treasure, capturing sharks and mantas, fishing for swordfish and porpoises, making scientific investigations on the Galapagos Islands, getting acquainted with strange birds and animals, feasting with cannibal islanders, diving for pearls and seeing a new world under the water. All these accounts, illustrated with more than a hundred photographs taken on the expedition, make interesting reading which will thrill older boys and girls. Many references are made which will tie up a boy's reading with the literature of the South Seas. In way of criticism we might say that too much space is taken for the narration of the story told in Mutiny on the Bounty, a tale which any boy would take delight in reading for himself. It would have been more worth while if the writer had given fuller details of his visit to the homes of the authors, Charles B. Nordhoff and James Norman Hall, who live in Tahiti. Taken all in all, however, this book is a welcome addition to travel books for boys and girls.

——Carrie E. Scott

From The Jungle To The Zoo. By Charles Pearson. *Stephen Daye Press*. $1.50.

An engaging account of Janet, a gorilla baby and Ellen, a young chimpanzee, who are brought from their African home to live in the New York Zoo. The book is well illustrated by photographs of the two ape children and their life at the Zoo. The telling suffers somewhat from the fact that it is written down for the child's benefit. However, the author does create a continued concern for the welfare of Janet who has great difficulty in adjusting herself to the unnatural environment. There is much humor that will cause many adults as well as children of all ages to wish that they might have Janet for a companion.

——Mrs. Katherine Watson

Two Poets, A Dog, And A Boy. By Frances Theresa Russell. Illus. with drawings by Cary Odell. *Lippincott*. $2.

A selection of poems by Elizabeth and Robert Browning chosen for their appeal to children and intended as an introduction to further reading. Each poem is preceded by a short description or critical analysis of its mood or setting, the majority of those by Robert Browning being ballads or tales of adventure and heroism. The first part of the book is a brief but vivid description of the two poets, their early lives, their work and their love story. A useful book for the English teacher and a good introduction to the Brownings for the poetry loving girl or boy. There is nothing text-bookish about the format.

——Helen Neighbors

Junket Is Nice. By Dorothy Kunhardt. *Harcourt*. $1.

Nonsensical nonsense and the dramatic working up to the climactic "Junket," about which the old man was really thinking while he ate it, will make this a favorite with children. It has big possibilities for story telling. The general appearance of the book is not so enthralling as its nonsense, but will not interfere with success of the book as a fun maker.

——Emma Brock

Advance Book Information

Including Books To Be Published Between May 1 And May 15, Based On Data Gathered From Publishers. Issued Semi-Monthly. Juveniles And Text Books Not Included.

Ar: Fine Arts **Dr:** Drama **Mu:** Music **Sc:** Science
Bi: Biography **Ec:** Economics **Po:** Poetry **Sp:** Sports
Bu: Business **Hi:** History **Re:** Religion **Tr:** Travel

Non-Fiction

Chalmers, Allan Knight Re
THE COMMONPLACE PRODIGAL

Dr. Chalmers tells how he rebuilt his life and faith after losing, in the World War, all that he had believed about God. The author is the minister of the Broadway Tabernacle Church of New York City. Holt, $1.75(?). (5/1/34)

Coe, George W. Bi
FRONTIER FIGHTER

The autobiography of George W. Coe, who rode and fought with Billy the Kid, as related to Nan Hilary Harrison. A first-hand account of the lawless days of the old Southwest. Market: Readers of Western history and biography. Houghton, $2.75 (5/11/34)

Durstine, Roy Tr
RED THUNDER

An account of the experiences of the author, a well-known advertising executive, during a lengthy trip to Moscow and Berlin. Describes the new Russia and the new Germany as seen through the eyes of an American business man. Market: Readers interested in Russia and Germany, libraries. Scribner, $1.75(?). (5/34)

Eastman, Max
ARTISTS IN UNIFORM

Literary and political essays which describe the devastations wrought in the field of Russian art and letters by the official Communist identification of "proletarian art" with party propaganda. Knopf, $2.50. (5/1/34)

Faris, John T. Tr
ROAMING AMERICAN PLAYGROUNDS

The author of *Roaming the Rockies, Roaming American Highways*, etc. takes the reader on a trip through the various watering places and playgrounds of America, on which he writes informatively and entertainingly. Some of the places visited are: Lake Champlain, Saranac Lake, Niagara Falls, Luray Caverns, Yellowstone Park, etc. Illustrated with photographs. Market: Tourists, motorists, libraries. Farrar & Rinehart. $3. (5/10/34)

Field, Frederick V., ed. Ec
ECONOMIC HANDBOOK OF THE PACIFIC

A comprehensive survey and a reliable reference volume on Pacific affairs, sponsored by the Institute of Pacific Relations and the result of years of research by that organization. Foreword by Newton D. Baker. Market: Internationally-minded readers, those interested in the Far Eastern situation, libraries. Doubleday, $4. (5/2/34)

FUN IN GERMANY: A BOOK OF CARTOONS

Cartoons from all over the world which record the world's impression of the Hitler regime. Market: All interested in world affairs, in the German situation. King, $1.50. (5/1/34)

Gauss, Christian
A PRIMER FOR TOMORROW

The Dean of Princeton University looks forward to the possibilities and dangers of life "tomorrow" and suggests ways in which we may face its changed civilization. Market: All thinking Americans interested in modern civilization, libraries. Scribner, $2.50(?). (5/34)

Gillmor, Frances and Wetherill, Louisa Wade
TRADERS TO THE NAVAJOS: THE WETHERILLS OF KAYENTA

A record of the experiences of the Wetherills, a family known to those interested in the archaeological and ethnological exploration of the Navajo country. Illustrated. Market: Those interested in the Navajos, in folk lore and in the Southwest. Houghton, $3. (5/11/34)

Griswold, Hervey D. Re
INSIGHTS INTO MODERN HINDUISM

One of the most distinguished scholars among the missionaries to India tells of his experiences with, and studies in, the Hinduism of today. Market: Those interested in India, in Hinduism, libraries. Holt, $2(?). (5/1/34)

Hartshorne, Charles
THE PHILOSOPHY AND PSYCHOLOGY OF SENSATION

A new approach to aesthetics, introspective psychology and metaphysics, showing that mathematical analysis applies to these studies to a hitherto unrealized extent. Market: Philosophers, psychologists, biologists, etc. Univ. of Chic., $3. (5/8/34)

Hastings, Walter Scott, ed. Bi
HONORÉ DE BALZAC: LETTERS TO HIS FAMILY, 1809-1850

For the most part hitherto unpublished letters of the great French author, edited by an authority on the man and his works who is also an Associate Professor of Modern Languages at Princeton University. Princeton, $5(?). (5/1/34)

Hellinger, Mark
THE TEN MILLION

An amazing picture of New York and the New York attitude toward the world at large. The well-known Broadway columnist presents a colorful procession of racketeers, brokers, chorines, lawyers, con men, actors, torch-singers and other ornaments of an incongruous city. Author of *Moon Over Broadway*. Market: All people interested in New York City, libraries. Farrar & Rinehart, $2.50. (5/10/34)

Henson, H. H.
THE ANALYSIS OF LEADERSHIP

An examination of the circumstances which are favorable to the rise of leaders and of the qualities which are essential for leadership, with examples taken from history. Author of *The Oxford Group Movement*. Oxford, 80¢. (5/34)

Kirk, K. E., ed.
PERSONAL ETHICS

Seven well-known lecturers in the University of Oxford discuss some leading problems of conduct which affect men and women today. Market: All those interested in the problem of re-adjustment to a changing world. Oxford, $2. (5/34)

Laing, Alexander Po
WINE AND PHYSIC

A philosophical poem in which Mr. Laing states the critical and ethical credo of his generation. Accompanied by essays commenting on the poem and on the indecision in which many modern young people find themselves. A challenge to T. S. Eliot's *The Waste Land*. Farrar & Rinehart, $2. (5/3/34)

Lardner, Ring
FIRST AND LAST RING LARDNER

A collection of the many shorter pieces written by the late Ring Lardner, which appeared in magazines and newspapers throughout the country and have never before been published in book form. Edited by Gilbert Seldes. Market: All Lardner enthusiasts and collectors, libraries. Scribner, $2(?). (5/34)

Lomax, John A. and Alan, comps. Po
AMERICAN BALLADS AND FOLK SONGS

A collection of representative American ballads and folk songs that cover the entire field of folk poetry. Both words and music are included. John A. Lomax is one of America's foremost authorities on balladry. Market: All those interested in ballads and folk poetry, scholars, libraries. Macmillan, $5(?); limited, signed de luxe ed., $12.50. (5/34)

Macdonald, Austin F.
AMERICAN STATE GOVERNMENT

A thorough treatment of all the various administrative aspects of state government, by a Professor of Political Science at the University of California. Market: Students of political science, state officials, libraries. Crowell, $3.75. (5/1/34)

Macgregor, D. H.
ENTERPRISE, PURPOSE AND PROFIT

Essays on industry by a Professor of Political Economy in the University of Oxford. Oxford, $4. (5/34)

More, Louis Trenchard Bi
LIFE OF SIR ISAAC NEWTON

A critical study of the life and character of Newton which shows him as a politician and theologian as well as a great scientist. The author is a Professor of Physics in the University of Cincinnati. Market: All readers interested in science, libraries. Scribner, $4.50(?). (5/34)

Morse, H. K.
ELIZABETHAN PAGEANTRY

Descriptive information on the clothing, designs, pomp, and customs of Elizabethan times. Fully illustrated. Market: All interested in the Tudor period, costume designers, historians, libraries. Studio, $4.50; pap., $3.50. (5/34)

Norman, Sylva, ed.
AFTER SHELLEY: THE LETTERS OF THOMAS J. HOGG TO JANE WILLIAMS

These letters were written after Shelley's death, between the years 1822 and 1851. Jane Williams was the wife of a friend of Shelley who was drowned with him in the Adriatic. Hogg was Shelley's friend from the time of his Oxford days. Oxford, $3.50. (5/34)

Ormsbee, Thomas Hamilton
THE STORY OF AMERICAN FURNITURE

Practical information on different types of American furniture, on methods of collecting, on how to detect the genuine antique, etc. Illustrated. Market: All amateur collectors of American antique furniture, libraries. Macmillan, $4(?). (5/34)

Raby, F. J. E.
A HISTORY OF SECULAR LATIN POETRY IN THE MIDDLE AGES: 2 vols.

By the author of *A History of Christian Latin Poetry*. Market: Classical scholars, historians, college and public libraries. Oxford, $12.50. (5/34)

Rothstein, Carolyn Bi
NOW I'LL TELL

An intimate and authentic biography of the notorious and ill-fated gambler, Arnold Rothstein, written by his wife. Vanguard, $2. (5/3/34)

Simpson, George Gaylord Tr
ATTENDING MARVELS: A PATAGONIAN JOURNAL

The leader of the Scarritt Expedition to Patagonia tells of the difficulties and adventures which befell the party, describes the country and people of Patagonia and the strange beasts and birds, alive and fossilized, which they found there. Market: Readers of books on travel and scientific exploration, libraries. Illustrated. Macmillan, $3(?). (5/34)

Smith, Theobald Sc
PARASITISM AND DISEASE

Lectures given in Princeton University in 1933 on the Louis Clark Vanuxem Foundation, by the Director Emeritus of the Rockefeller Institute for Medical Research. Princeton, $2. (5/1/34)

Strong, Edward K., Jr.
SECOND-GENERATION JAPANESE PROBLEM

A study dealing with vocational aptitudes of second-generation Japanese, the Japanese in California, and the public school education of second-generation Japanese in California. Stanford Univ. Press, $1.50; $1. (5/1/34)

Tuttle, Harold S.
A SOCIAL BASIS OF EDUCATION

An interpretation and application of recent developments in the psychology of motivation to large scale educational planning, by an Associate Professor of Education at the University of Oregon. Market: Teachers and those interested in psychology and sociology, libraries. Crowell, $3. (5/1/34)

Weiss, E. B. and Snyder, L. L. Bu
KEEPING YOUNG IN BUSINESS

Commonsense advice on how to get along with your job without letting it get the best of you. Weiss is a co-author of *Business Under the Recovery Act*; Snyder is a psychologist. Market: Business men and women particularly. Whittlesey House, $2. (5/34)

Fiction

Baldwin, Faith
WITHIN A YEAR

An amusing novel which shrewdly and vividly pictures the romance, tragedy, and swift drama found in the hectic months of 1933 and early 1934. Illustrated by Harry Anderson. Author of *White Collar Girl*, etc. Market: Large Baldwin following, light fiction readers. Farrar & Rinehart, $2. (5/3/34)

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A Western thriller in which Chip Bennett tries to find out who is killing the steers of the Flying U ranch. Little, Brown, $2. (5/11/34)

Bridge, Ann
THE GINGER GRIFFIN

Laid in Peking, in the midst of Chino-European society, this is the story of Amber Harrison who had left England because of a shattered romance. Author of *Peking Picnic*, winner of the Atlantic Novel Prize in 1932. Little, Brown, $2.50. (5/11/34)

Dell, Floyd
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A modern novel of young love and marriage, laid in America from post-war times down to the New Deal. Author of *Moon-Calf*, *Diana Stair*, etc. Market: The Dell audience, those who enjoy novels of the American scene. Farrar & Rinehart, $2.50. (5/10/34)

Duffield, Anne
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The hilarious adventures of Drogo Gaines and Colonel Carraway, who never should have escaped from the mental sanitarium, as attendants of the Travelling Underwear Emporium and later as proprietors of a caravan show. Market: Humor audience, readers of Thorne Smith and P. G. Wodehouse. Little, Brown, $2. (5/11/34)

Hunt, Peter
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A mystery tale. Vanguard, $2. (5/34)

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The life story of a big, lovable Georgia Negro who had white blood in his veins. Alf became a preacher and a husband, but there was always another woman in the background. Praised by Carl Van Vechten. Lippincott, $2. (5/3/34)

Knox, Timothy
DEATH IN THE STATE HOUSE

A detective tale in which Eli Scott, the small-town Chief of Police, tries to solve the strange murder of Governor Ransom. Houghton, $2. (5/11/34)

Manning, Bruce
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A small town where everybody is interested in everybody else's business is the setting for this dramatic story. The return of Matthew Putnam put Rockridge mothers and daughters in a state of tremulous excitement and kept the party wires humming. Liveright, $2. (5/34)

Merrel, Concordia
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An amusing romance about Terry Sloane who had to find a wealthy husband. Author of *The Three Graces*, etc. Market: Romance public. Doubleday, $2. (5/2/34)

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A visiting artist brought a new conception of civilized love to the fishermen off Barnegat Reef whose attitude toward women was rather brutal and primitive. Macaulay, $2. (5/11/34)

Oppenheim, E. Phillips
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A suicide and a murder disturb the calm of an English suburb, and subsequent events finally shatter the perfect composure of James Huitt, branch manager of the great banking house of Bartons. Little, Brown, $2. (5/11/34)

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Miss Hildegarde Withers, famous spinster sleuth, has her quiet vacation in England rudely interrupted by New Scotland Yard and an amazing murder case. A Crime Club mystery. Author of *The Puzzle of the Pepper Tree*, etc. Doubleday, $2. (5/2/34)

Pertwee, Roland
PRINCESS BY PROXY

A modern romance laid in the medieval setting of the mythical kingdom of Morosco. Author of *Gentlemen March*, etc. Market: Romance and adventure readers. Houghton, $2. (5/11/34)

Ratel, Simonne
THE HOUSE IN THE HILLS

A psychological novel, laid in the hills of Burgundy, in which Isabelle Comtat finds herself confronted with a difficult choice involving her own happiness, that of her children whom she deeply loves, of her husband, and of the man she loves. Translated from the French by Eric Sutton. Winner of the French award—the Prix Interallié for 1932. Macmillan, $2(?). (5/34)

Scarlett, Rebecca
THE MONKEY'S TAIL

The story of Sandra Ladd, a completely feminine character, and of her life in a small town in the Hudson Valley. Market: Should appeal to a large audience—a psychological novel with romance and warmth. Scribner, $2(?). (5/34)

Snow, Charles H.
SMUGGLERS' RANCH

A Western in which two young cowpunchers help the sheriff smoke out some border smugglers. Market: Men and older boys. Macrae-Smith, $2. (5/34)

Soutar, Andrew
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Kharduni, a master mind, plays a dangerous game against the British Secret Service, with a man's life and a woman's love as the stakes. Macaulay, $2. (5/4/34)

Sproul, Kathleen
MURDER OFF KEY

Music is the keynote of this mystery tale about the murder of the beautiful wife of a famous cellist. The Dutton Clue Mystery for May. Dutton, $2. (5/1/34)

Stephani, Frederick
MY CANDLE BURNS

The story of a nobleman adventurer in whom the candle of life burned fiercely and who risked body and soul in poignant love and dangerous exploits. Macaulay, $2.50. (5/11/34)

Stretton, Anne
CAMILLA

A story, laid in the English countryside, of the blight an illegitimate birth threw on the lives of two children, brother and sister, and of their struggle for a happy normal existence. Morrow, $2. (5/2/34)

Van Dyke, J.
PEKING MADNESS

Lovely, enigmatic Nona Hart tries to escape the past in the mad beauty of Peking, but love tracks her down. Author of *Chinese Love Song*. Market: Those who like entertaining and good light fiction, who enjoy stories of the Far East. Doubleday, $2. (5/2/34)

Ward, Colin
THE HOUSE PARTY MURDER

In this mystery tale a passenger strangely disappears during a voyage from Shanghai to England, and later, at a millionaire's house party, pearls are stolen and a murder committed in the midst of police investigations. Morrow, $2. (5/2/34)

Wilder, Isabel
HEART, BE STILL

Story of the daughter of an unhappy marriage, who suddenly finds herself engulfed by her own emotional disaster. Author of *Mother and Four*. Market: Women particularly. Coward-McCann, $2. (5/34)

Williams, Ben Ames
HOSTILE VALLEY

A double murder mystery laid deep in the Maine hills in Hostile Valley, sinister in reputation and almost abandoned for two generations. Dutton, $2. (5/1/34)

Worts, George
THE HOUSE OF CREEPING HORROR

A mystery tale about a series of weird and fantastic crimes which took place in the lonely mansion of the Africa family. Author of *The Phantom President*. King, $2. (5/1/34)

Yore, Clem
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How Trigger Slim tracks down the three killers who framed him for the murder of Lelia Lawton's father makes a fast-moving tale. Author of *Rider of the Red Ranch*, etc. Macaulay, $2. (5/4/34)

Reprints

Bennett, E. K.
GERMAN SHORT STORIES

No. 415 in the World's Classics Series. Oxford, 80¢. (5/34)

Benson, Therese
THE FOURTH LOVELY LADY

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Burt, 75¢. (5/1/34)

Lincoln, Freeman
NOD

Burt, 75¢. (5/1/34)

Lincoln, Joseph C.
ALL ALONGSHORE

Burt, $1. (5/34)

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NINE STORIES

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Young, Gordon
RED CLARK O' TULLUCO
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Postponements, Price Changes

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YOUR GERMS AND MINE
Doubleday, $2.75. (4/18/34, postponed from 4/4/34)

Céline, Louis-Ferdinand
JOURNEY TO THE END OF THE NIGHT
Little, Brown, $2.50. (4/23/34, postponed from 4/16/34)

Chambrun, Clara de
TWO LOVES I HAVE
Lippincott, $2.50. (4/26/34, postponed from 3/29/34)

Corey, Lewis
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Covici, Friede, $3.50. (5/22/34, postponed from 4/30/34)

Cowley, Malcolm
EXILE'S RETURN
Norton, $2.75. (5/10/34, postponed from 4/26/34)

Daly, Elizabeth Harding
HIGH GOAL
Macrae-Smith, $2. (4/23/34, postponed from 4/9/34)

De Haas, Jacob
PALESTINE
Macmillan, $3.50(?). (5/34, postponed from 4/34)

Ermine, Will
LARAMIE RIDES ALONE
Morrow, $2. (5/2/34, postponed from 3/14/34)

Field, Rachel
GOD'S POCKET
Macmillan, $2.50(?). (5/34, postponed from 4/34)

Flynn, Brian
THE SPIKED LION
Macrae-Smith, $2. (4/23/34, postponed from 4/9/34)

Frome, David
MR. PINKERTON GOES TO SCOTLAND YARD
Farrar & Rinehart, $2. (5/17/34, postponed from 4/5/34).

Hamsun, Knut
THE ROAD LEADS ON
Coward-McCann, $3 instead of $2.50. (5/34, postponed from 4/34)

Hedin, Sven
A CONQUEST OF TIBET
Dutton, $5. (5/8/34, postponed from 4/30/34)

Herskovits, Melville, J. and Frances
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Whittlesey House, $3 instead of $7. (5/34, postponed from 3/34)

Holme, Constance
CRUMP FOLK GOING HOME
Oxford, 80¢. (5/34, postponed from 4/34)

Jameson, Storm
COMPANY PARADE
Knopf, $2.50. (5/7/34, postponed from 4/30/34)

Kaplan, Mordecai M.
JUDAISM AS A CIVILIZATION
Macmillan, $5(?). (5/34, postponed from 4/34)

Lockhart, R. H. Bruce
RETREAT FROM GLORY
Putnam. (Postponed to Fall from 4/20/34)

Lorimer, Graeme and Sarah
STAG LINE
Little, Brown, $2. (4/23/34, postponed from 4/16/34)

Newberry, John Strong
THE RAINBOW BRIDGE: A STUDY IN PAGANISM
Houghton, $3.75 instead of $3.50. (5/11/34, postponed from 3/34)

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Oxford, 80¢. (5/34, postponed from 4/34)

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Simon & Schuster, $3. (5/34, postponed from 4/34)

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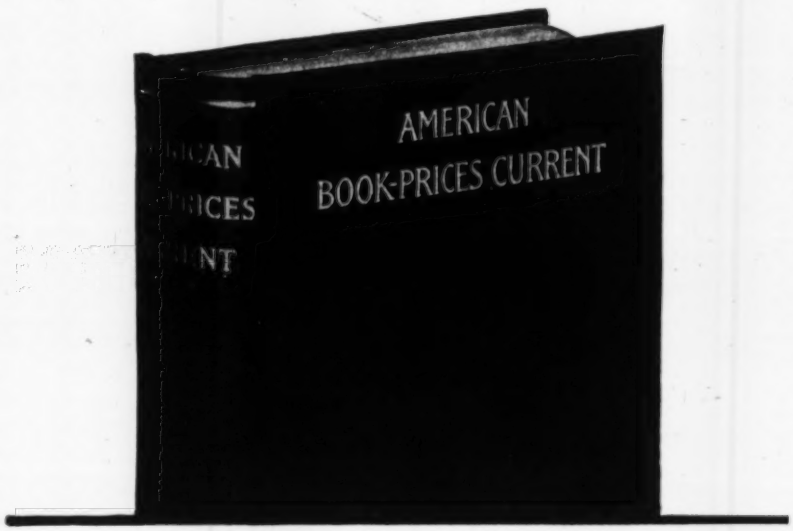

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